LCFF Budget Overview for Parents

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

CDS Code: 10-75598

School Year: 2024-25

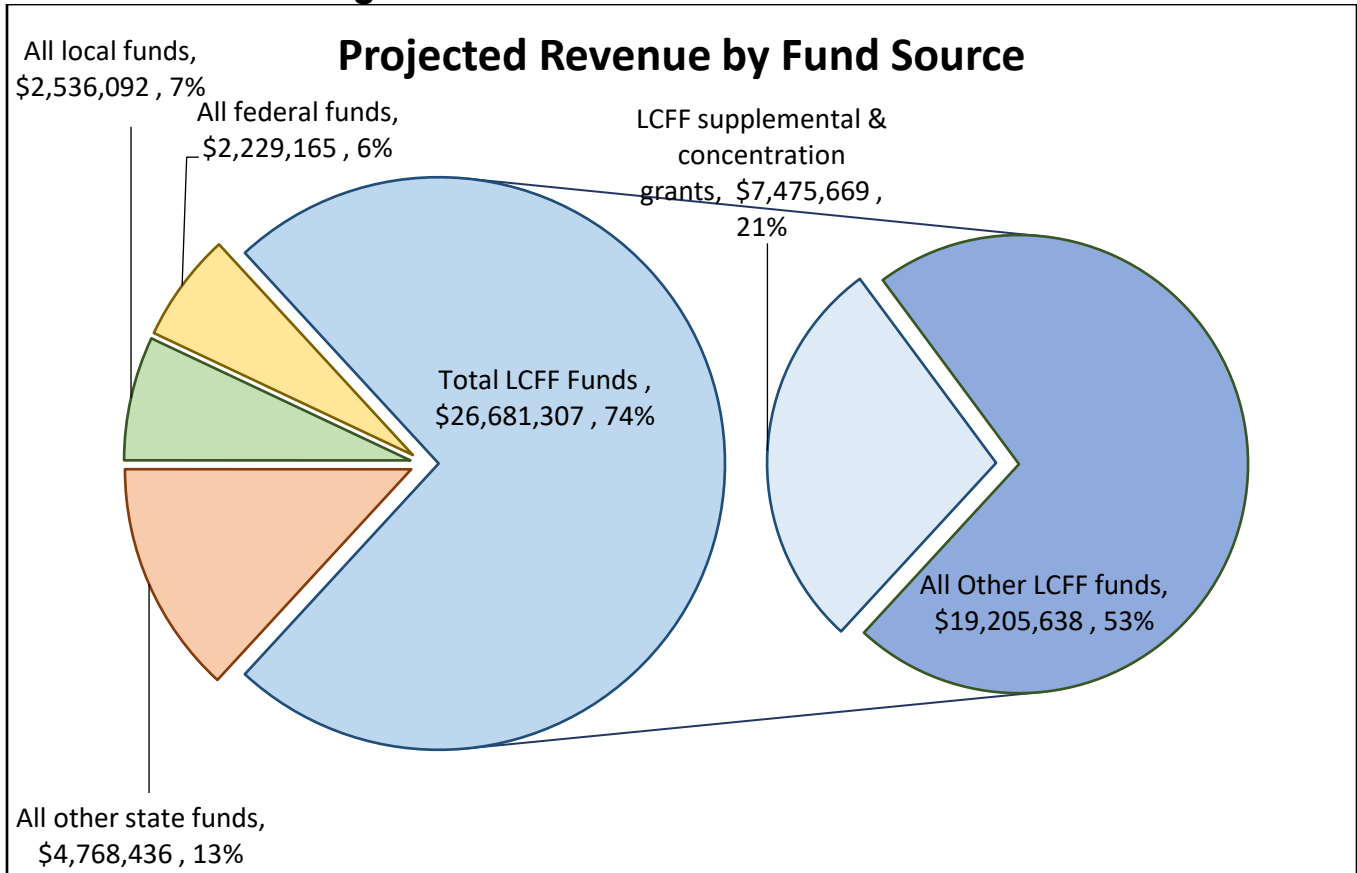LEA contact information:

Marla Enmark

Assistant Superintendent

menmark@caruthers.k12.ca.us

559-495-7810

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $2,536,092 , 7%

All federal funds, $2,229,165 , 6%

LCFF supplemental & concentration grants, $7,475,669 , 21%

Total LCFF Funds , $26,681,307 , 74%

All Other LCFF funds, $19,205,638 , 53%
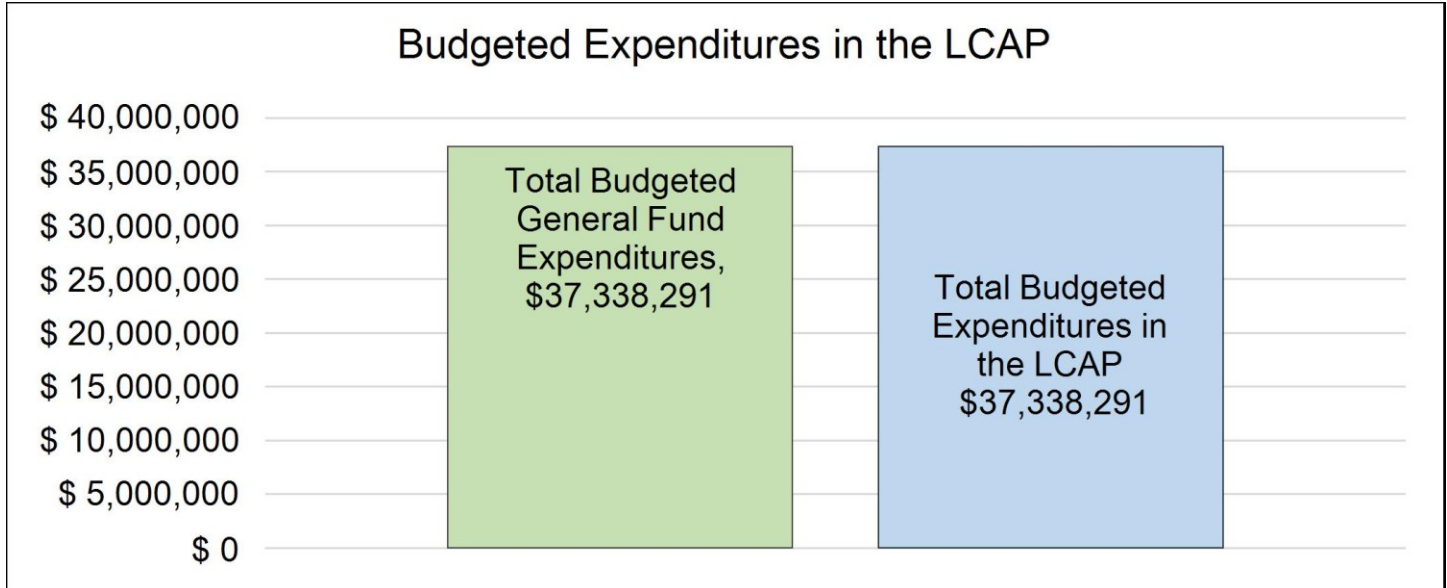
All other state funds, $4,768,436 , 13%

This chart shows the total general purpose revenue Caruthers 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 Caruthers Unified School District is $36,215,000, of which $26,681,307 is Local Control Funding Formula (LCFF), $4,768,436 is other state funds, $2,536,092 is local funds, and $2,229,165 is federal funds. Of the $26,681,307 in LCFF Funds, $7,475,669 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $37,338,291

Total Budgeted Expenditures in the LCAP $37,338,291

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

The text description of the above chart is as follows: Caruthers Unified School District plans to spend $37,338,291 for the 2024-25 school year. Of that amount, $37,338,291 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
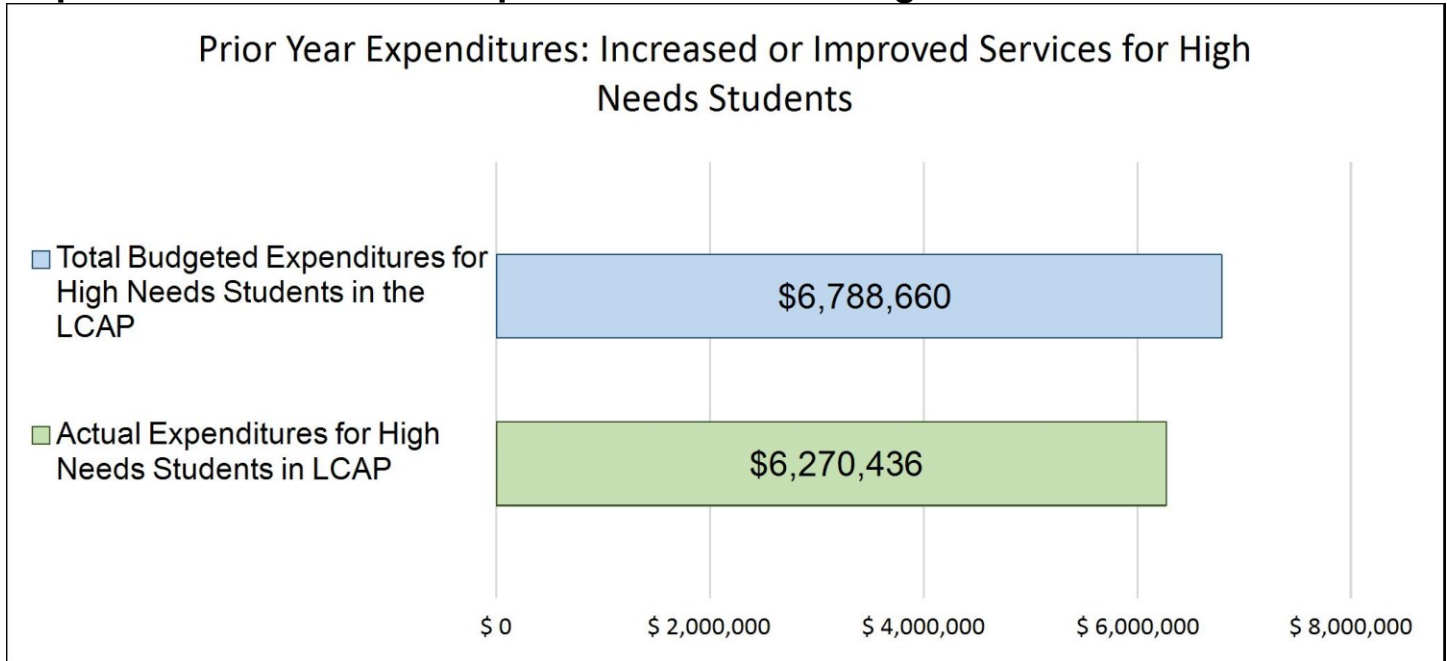
N/A

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

In 2024-25, Caruthers Unified School District is projecting it will receive $7,475,669 based on the enrollment of foster youth, English learner, and low-income students. Caruthers Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Caruthers Unified School District plans to spend $8,368,168 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP: **$6,788,660**

Actual Expenditures for High Needs Students in LCAP: **$6,270,436**

(Chart axis: $0, $2,000,000, $4,000,000, $6,000,000, $8,000,000)

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

The text description of the above chart is as follows: In 2023-24, Caruthers Unified School District's LCAP budgeted $6,788,660 for planned actions to increase or improve services for high needs students. Caruthers Unified School District actually spent $6,270,436 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $518,224 had the following impact on Caruthers Unified School District's ability to increase or improve services for high needs students:

The District was successful in spending most of the available funds. The carryover did not result in a substantial reduction of student services even when a position could not be filled. Actions were successfully implemented and the results of those actions are detailed in the Goal Analysis sections 2023-24 Local Control and Accountability Plan Annual Update.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caruthers Unified School District	Marla Enmark Assistant Superintendent	menmark@caruthers.k12.ca.us 559-495-7810

Goals and Actions

Goal

Goal #	Description
1	Promote academic achievement for all students, including low-income, English learners, and foster youth students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	2019: All Students -- 18.0 points below (Orange) Students w/Disabilities -- 75.6 points below (Red) English Learners -- 40.0 points below (Orange) Hispanic -- 20.6 points below (Orange) Low Income -- 20.8 points below (Orange) White -- 9.3 points below (Orange) Asian -- 25.3 points above (No color*)	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.	All Students -- 36.8 points below Students w/Disabilities -- 125.4 points below English Learners -- 57.8 points below Hispanic -- 39.5 points below Low Income -- 44.6 points below White -- 24.5 points below Asian -- 43.0 points above [2022 California School Dashboard]	All Students -- 16.8 points below Students w/Disabilities -- 119.9 points below English Learners -- 63.0 points below Hispanic -- 21.9 points below Low Income -- 26.7 points below White -- 13.7 points above Asian -- 55.6 points above [2023 California School Dashboard]	All Students -- 18.0 points below Students w/Disabilities -- 75.0 points below English Learners -- 25.0 points below Hispanic -- 18.0 points below Low Income -- 20.0 points below White -- 9.0 points below Asian -- 50.0 points above [California School Dashboard]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[*No color is assigned if the group is less than 30 students, or less than 15 for Foster Youth and Homeless] [California School Dashboard]				
California School Dashboard: Math Distance from Standard	2019: All Students -- 51.4 points below (Orange) Students w/Disabilities -- 114.9 points below (Red) English Learners -- 64.6 points below (Orange) Hispanic -- 54.0 points below (Orange) Low Income -- 54.7 points below (Orange) White -- 43.3 points below (Orange) Asian -- 7.9 points below (No color*)	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.	All Students -- 69.7 points below Students w/Disabilities -- 173.1 points below English Learners -- 79.2 points below Hispanic -- 74.6 points below Low Income -- 77.7 points below White -- 48.6 points below Asian -- 23.7 points above [2022 California School Dashboard]	All Students -- 63.4 points below Students w/Disabilities -- 175.2 points below English Learners -- 104.2 points below Hispanic -- 71.2 points below Low Income -- 73.4 points below White -- 12.2 points below Asian -- 17.4 points above [2023 California School Dashboard]	All Students -- 50.0 points below Students w/Disabilities -- 115.0 points below English Learners -- 60.0 points below Hispanic -- 50.0 points below Low Income -- 50.0 points below White -- 30.0 points below Asian -- 30.0 points above [California School Dashboard]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[California School Dashboard]				
Teachers Appropriately Credentialed with No Mis-assignments or Vacancies	MET -- Results Reported 100% of teachers appropriately credentialed and assigned. [June, 2021, Report to Board]	MET -- Results Reported 100% of teachers appropriately credentialed and assigned. [June, 2022, Report to Board]	MET -- Results Reported 79.8% of teachers appropriately credentialed 2.3% mis-assigned. 0% vacancies [2020-21 DataQuest]	MET -- Results Reported 74.1% of teachers appropriately credentialed and assigned. 5.7% mis-assigned. 0% vacancies [2021-22 DataQuest]	MET -- Results Reported 100% of teachers appropriately credentialed 0% mis-assigned. 0% vacancies [DataQuest]
ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency	45.9% [Status -- 2019 California School Dashboard]	The ELPI is suspended for 2021, so the following data data are reported in lieu of the ELPI. Percentages of students scoring at: Well-Developed -- 6.67% Moderately Developed -- 30.71% Somewhat Developed -- 39.52% Minimally Developed -- 23.10%	45.6% [Status -- 2022 California School Dashboard]	53.6% [2023 California School Dashboard]	55% [Status -- California School Dashboard]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		[2020-21 ELPAC Summative Assessment Results]			
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	34.9% [DataQuest English Learner, 2019-20 Annual Reclassification Counts and Rates]	11.7% [DataQuest English Learner, 2020-21 Annual Reclassification Counts and Rates]	14.1% [2021-22 CALPADS Reports 2.16 and 8.1]	14.4% [2022-23 CALPADS Reports 2.16 and 8.1]	10% [DataQuest English Learner, Annual Reclassification Counts and Rates]
Access to Standards-Aligned Materials: Reported to the CUSD Governing Board	MET -- Results reported 100% of students had access to standards aligned curriculum materials. [June, 2021, Report to Board]	MET -- Results reported 100% of students had access to standards aligned curriculum materials. [June, 2022, Report to Board]	MET -- Results reported 100% of students had access to standards aligned curriculum materials. [June, 2023, Report to Board]	MET -- Results reported 100% of students have access to standards aligned curriculum materials. [June, 2024, Report to Board]	MET -- Results reported 100% of students will have access to standards aligned curriculum materials. [2024 Report to Board]
Implementation of Standards for All Students and Enabling English Learners to Access CCSS and ELD Standards: Results of the State's Self-Reflection Tool	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.7 (on a scale of 1= exploration to 5 = sustainability) on the	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.8 (on a scale of 1= exploration to 5 = sustainability) on the	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.7 (on a scale of 1= exploration to 5 = sustainability) on the	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.6 (on a scale of 1= exploration to 5 = sustainability) on the	MET -- Results reported The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reported to the CUSD Governing Board	State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2021, Report to Board]	State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2022, Report to Board]	State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2023, Report to Board]	State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2024, Report to Board]	Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [2024 Report to Board]
Access to a Broad Course of Study	MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2021, Report to Board]	MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2022, Report to Board]	MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2023, Report to Board]	MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2024, Report to Board]	MET -- Results reported The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students will have access to a broad course of study. [Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading	Overall placement, Winter 2021: Tier 1 -- 22% Tier 2 – 27% Risk of Tier 3 – 51%	Overall placement, Winter 2022: Tier 1 -- 20% Tier 2 – 25% Risk of Tier 3 – 55% Caruthers Elementary Tier 1 -- 20% Tier 2 – 32% Risk of Tier 3 – 48% Caruthers High Tier 1 -- 20% Tier 2 – 17% Risk of Tier 3 – 63%	Overall placement, Winter 2023: Tier 1 -- 20.6% Tier 2 – 23.1% Risk of Tier 3 – 56.3% Caruthers Elementary Tier 1 -- 23.9% Tier 2 – 28.7% Risk of Tier 3 -- 47.4% Caruthers High Tier 1 -- 17.4% Tier 2 – 17.9% Risk of Tier 3 – 64.7%	Overall placement, Winter 2024: Tier 1 -- 19.9% Tier 2 – 28.5% Risk of Tier 3 – 51.6% Caruthers Elementary Tier 1 -- 25.4% Tier 2 – 34.9% Risk of Tier 3 -- 39.8% Caruthers High Tier 1 -- 8.5% Tier 2 – 15.3% Risk of Tier 3 – 76.2%	Overall placement, Winter 2024: Tier 1 -- 28% Tier 2 – 32%; Risk of Tier 3 – 40% Caruthers Elementary Tier 1 -- 28% Tier 2 – 37% Risk of Tier 3 – 35% Caruthers High Tier 1 -- 40% Tier 2 – 30% Risk of Tier 3 – 30%
iReady Math	Overall placement, Winter 2021: Tier 1 -- 22% Tier 2 – 40% Risk of Tier 3 – 38%	Overall placement, Winter 2022: Tier 1 -- 18% Tier 2 – 30% Risk of Tier 3 – 52% Caruthers Elementary Tier 1 -- 21% Tier 2 – 44% Risk of Tier 3 – 35% Caruthers High Tier 1 -- 12% Tier 2 – 8% Risk of Tier 3 – 80%	Overall placement, Winter 2023: Tier 1 -- 19.3% Tier 2 – 27.9% Risk of Tier 3 – 52.9% Caruthers Elementary Tier 1 -- 23.7% Tier 2 – 42.1% Risk of Tier 3 – 34.2% Caruthers High Tier 1 -- 12.4% Tier 2 – 5.9% Risk of Tier 3 – 81.7%	Overall placement, Winter 2024: Tier 1 -- 20.1% Tier 2 – 37.4% Risk of Tier 3 – 42.5% Caruthers Elementary Tier 1 -- 22.8% Tier 2 – 48.8% Risk of Tier 3 -- 28.4% Caruthers High Tier 1 -- 13.9% Tier 2 – 11.7% Risk of Tier 3 – 74.4%	Overall placement, Winter 2024: Tier 1 -- 27% Tier 2 – 45%; Risk of Tier 3 - 28% Caruthers Elementary Tier 1 -- 30% Tier 2 – 45% Risk of Tier 3 – 25% Caruthers High Tier 1 -- 30% Tier 2 – 30% Risk of Tier 3 – 40%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The metric associated with Action 1.1 -- the percentage of the District's teachers appropriately credentialed and assigned -- was impacted by the state's new rules for reporting. Because there were no vacancies and every student was provided appropriate instruction, we consider implementation of this action to be successful.

Action 1.2 was successful implemented this year.   Eight new CES and CHS teachers participated in three days Kagan Structures training to support positive and engaging classroom procedures, followed by four days of coaching. School administrators have observed implementation of those structures in classrooms.   All new CES and CHS teachers collaborated in two days of ELD Bootcamp, with an additional two days for teachers of 7-8 grades. Other professional development activities included K-5 Harcourt-Mifflin trainings; Saxon Phonic for K-3, Guided Reading for K-4, and Study Sync ELA for 6-8; science training for 6-8 grades teachers; four days of math training, K-8; and ELPAC training for all K-8 teachers. At the high school level, FCSS consultants provided 12 days of training and support for the English department, four days of training with the Math department, and four days of Social Sciences training. Both schools also participated in DBQ training to supplement essay writing instruction through an online program. The Readership grant provided training on more effective ways to promote recreational reading at school and at home.

The Illuminate program was widely used, benchmark, IAB, and other local assessments were administered, and the data collected from interim assessments was discussed by teachers and used to make instructional decisions. All staff participated in PARSEC training on accessing and evaluating state and iReady data. As part of their work with the FCSS consultants, CHS English teachers reviewed and discussed data and best practices for using it to inform instruction. K-2 teachers supplemented their assessments and data collection with ESGI. Interim assessments for English Learners were used to measure progress in English language acquisition prior to taking the ELPAC. Data teams use the information they collect to tie to the effectiveness of Kagan structures implemented at school. The action was not completely implemented as planned, as an Assessment Specialist was added and was instrumental in providing timely assessment information, data, and support to the staffs at both schools.

Action 1.4 was successfully implemented. Supplemental materials are reviewed by the teacher(s) and principal prior to re-ordering. Shortages and shipping challenges continued, but to a lesser degree than in the past. Among our successes in implementation were the continued use of iReady diagnostics, which were successfully used to provide data and support at all school levels; the District Reading Lab which provided support to 120+ students.   Another supplemental program, Data-based Query was used to prompt writing in subject areas. Guided Reading materials that are supplemental to the core reading program were used in CES K-4 classrooms. Teachers at CES also used Accelerated Reader, Brain Pop, Scholastic News, and Learning A-Z to supplement the core curriculum. Imagine Learning was used as a supplement to better address the needs of English Learners. At the high school, many of the same materials are used, adjusted for older students. In addition, teachers of English Learners in ELD classes used Running Records and Guided Reading materials to support instruction. Additional supplementary programs are used at the high school tailored to the subject matter, including AMSCHOLAR (U.S. History), NewsELA, and ICEV, (Business). The Opportunities Class teacher successfully conducted classes that addressed learning loss on a more individual basis. When a Low-Income student, English Learner, or Foster Youth student was identified for participation in the

opportunities class, their academic progress was assessed for areas in which they might be behind or struggling. Based on those need assessments, the students were then provided small group and/or individual reteaching and support to accelerate their learning and clear those barriers. When the student returned to his or her class, the learning loss areas had been specifically addressed. Individual data were not collected on students participating in the Opportunities Class.

Action 1.5 was successful, as we continue to build the capacity of staff members to assume leadership roles; at both schools, the staffs are taking ownership for desired outcomes and results. Weekly meetings support alignment of practices with goals and actions. Site leaders are taking on expanded roles at the District level that will further benefit our Low-Income students, English Learners, and Foster Youth. The guidance and support of the school leadership teams contributed to successful implementation of the state standards in all classrooms. Teacher leaders serve as mentors so every new teacher has support. Leadership Teams at both schools meet regularly to coordinate assessment and monitoring activities, collecting information from their peers to support decision-making. The teams also coordinate Instructional Rounds observations and facilitate debriefing. We were challenged in hiring a position that was intended to work along with the leadership teams to provide the "Coaching" and help provide "professional learning activities for instructional planning, design, and support" that were written into this action in the 2023-24 LCAP.

The District actively and successfully collaborated with preschool to support the successful transition of those pupils to elementary school, including working with their parents and families, in implementing Action 1.6. The District also ensured that there were sufficient toileting facilities ot support the program.

Action 1.7 was implemented successfully. CHS students with IEPs continued to have both an assigned support block and small group instruction. Due to the Response to Intervention (RtI) efforts, CES students continue to have increased time for academic support. Nursing and speech services were successfully provided so that each student with an IEP that required those would have their needs met.

The District contracts with the Fresno County Superintendent of Schools (FCSS) to implement a substantial part of the after school expanded learning program that is part of Action 1.8, and this action was successfully implemented. Student participation was higher than in the past. As a result, we were challenged for space to conduct many of the activities, before and after school, particularly those that require large spaces. The District expended funds to be able to provide those needed spaces to successfully conduct the extended learning program.

Increased paraprofessional time for our English Learner students contributed to the successful implementation of Action 1.9. Additional successes were the continuation of an ELD section at CHS to lower class size and provide extra individual attention to our English Learners. Imagine Learning remained in use as a supplemental ELD material for after school program at CES. All teachers participated in planned ELD professional development and CES teacher engaged in common planning for designated ELD.

Action 1.10 was successfully implemented as planned. In order to improve student outcomes, the District continues to keep class sizes reduced in grades 4-12 below the traditional 36:1 student:teacher ratio for those grade levels.

All of our students were provided access to a broad course of study, confirming that implementation of Action 1.11 was successful.

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

Action 1.3 -- Under Budgeted; an Assessment Specialist position was added to ensure that the assessments and data are readily available for instructional staff to access for monitoring, evaluation, and targeting instruction to meet the needs of struggling students.

Action 1.4 -- Under Budgeted: Spent more than budgeted due to utilizing more Title I and state funds than anticipated to supplement this action. No other actions were reduced as a result.

Action 1.5 -- Over Budgeted: Spent less than budgeted due to not hiring a planned position.

Action 1.6 -- Under Budgeted: Additional monies were spent for toileting of students.

Action 1.7 -- Under Budgeted: Contracts for county nursing and speech services were not in the original budget.

Action 1.8 -- Under Budgeted: Spent more than budgeted in order to provide necessary space to conduct the extended learning programs.

Action 1.9 -- Over Budgeted: Spent less than budgeted because the costs for materials for this action were less expensive than anticipated.

Action 1.11 -- Under Budgeted: Textbook purchases not in original budget; insurance costs higher than anticipated; equipment purchase not in original budget; encroachment to support special ed higher than anticipated.

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

Action 1.1 -- Because close to 80% of teachers held clear credentials, there were no vacancies, and every student was provided appropriate instruction, we deemed this action to to be effective.

Action 1.2 -- Action 2 was implemented much more successfully this year, as explained in the first analysis box, above. "Distance from Standard" results show that there were performance gains by all groups in ELA, with the exception of English Learners. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed Low-Income students again just short of keeping pace with All Students in ELA and Math, but not closing ground. English Learners experienced a significant decline in Math performance compared to the prior year. Also clear are the inequalities between Students with Exceptional Needs and overall results in both subject areas. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.6% of our English Learners are making a year or more growth in acquiring English language skills, an improvement of 8.0% points from the prior year, and in the "High" performance level. These

assessment data indicate to us that this action has been moderately successful, but our efforts for Low-Income students, English Learners and Students with Disabilities need to continue to improve, with increased emphasis on the latter two groups.

Actions 1.3, 1.4, 1.5, 1.7. 1.8, and 1.10 -- Though the overarching purpose of Goal 1 is to increase students' academic outcomes and close inequalities between student groups, this collection of actions are particularly designed to that end. Based on the metrics used to measure the effectiveness of those actions, described above, they have not been as effective as planned for English Learners and Students with Disabilities. However, there are several indicators of effectiveness, as shown in the data in the "Reflections" section of this plan. Low-Income students are improving in academic indicators, at a pace close to All Students.   Assessment for California (ELPAC) Summative results reported on the Dashboard show that less than 53.6% of our English Learners are making a year or more growth in acquiring English language skills, and improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%. Students with Disabilities showed improvement in ELA "Distance from Standard". The data indicate that, despite continuing inequalities, these actions, including more purposeful use of data, providing supplemental instructional services such as iReady and the Reading Lab, ensuring coaching and extra time to support school leadership teams and instructional design, supports for students with exceptional needs, extended learning sessions that include tutoring, summer school, and before/after school sessions, and additional teachers to provide smaller class sizes has had a positive impact on increasing some academic outcomes for Low-Income students, English Learners and Students with Disabilities.   When a Low-Income student, English Learner, or Foster Youth student was identified for participation in the opportunities class, their academic progress was assessed for areas in which they might be behind or struggling. Based on those need assessments, the students were then provided small group and/or individual reteaching and support to accelerate their learning and clear those barriers. When the student returned to his or her class, the learning loss areas had been specifically addressed. Individual data were not collected on students participating in the Opportunities Class. At Caruthers High School, every student group made significant gains in "Distance from Standard" in ELA. English Learners improved by 46.3 points, Low-Income students gained 50.4 points, and Students with Disabilities increased their groups performance by 21.6 points. In Math, gains were also seen for all CHS student groups, with the exception of English Learners. Low-Income students improved by 6.8 points, and Students with Disabilities by 10.7 points. We are confident that the Opportunities Class contributed to these improvements.

Action 1.6 -- All students transitioning from preschool to Caruthers Elementary did so successfully, with all students enrolled in preschool enrolling-in and completing TK, confirming the effectiveness of this action.

Action 1.9 -- The District recognizes the need to take steps to better address the needs of our English Learners. A close examination of the data indicate that this action has been only partially effective. The data presented in the "Reflections" section raise cause for concern with the progress of English Learners in ELA and Math. At the same time, there are data that suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that less than 53.6% of our English Learners are making a year or more growth in acquiring English language skills, and improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%. The District recognizes the need to take further steps to better address the needs of our English Learners. An additional ELD class at CHS to lower class size and provide greater individual attention will continue as part of Action 1.9 to address the needs of English Learners at the high school. Administrators will continue to collaborate with ELD teachers and ELD leadership teams to improve and accelerate language acquisition as they continue implementation of the District's English Learner Master Plan aligned with the state's EL Roadmap. We believe that the gains in the percentage of English Learners making progress in the ELPI, and the continuing

double-digit reclassification rate demonstrates that we are on the right track. ELPAC data from 2023 show that almost 40% of 4th graders scored at Overall Level 4; on the same assessment, 81% of 4th graders were near or above standard in Reading, and over 76% were near or above standard in Writing. This suggests that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments.

All of our students were provided access to a broad course of study, confirming that Action 1.11 was effective.

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

Metrics:
The metric, "Teachers Appropriately Credentialed with No Mis-assignments or Vacancies" was changed to "Teachers Appropriately Credentialed and Assigned " to align with the data reported by the state in the Dashboard.
The metrics, "SBAC ELA: Percentage of Students Meeting/Exceeding Standard" and "SBAC Math: Percentage of Students Meeting/Exceeding Standard" added to align with data being used to evaluate progress.
The metrics, "iReady Reading" and "iReady Math" will be changed to reflect District-wide results only, and be disaggregated by "All Students", "Low-Income", and "English Learner" results to accurately reflect the impact on unduplicated pupil groups.

Actions:
To provide clarity on how professional development activities will impact practice outside the classroom, "Instructional staff will engage in regular, on-site collaboration in a Professional Learning Community (PLC). With the support of coaches, site administrators, and District staff, they will also engage in observations, coaching, and reflection on instructional improvement" was added to Action 1.2.

In order to ensure that the assessments and data are readily available for instructional staff to access for monitoring, evaluation, and targeting instruction to meet the needs of struggling students, "the District will maintain an Assessment Specialist" was added to Action 1.3.

Certificated and Parent Educational partners cited school leadership (e.g., "The administration is open to feedback, ideas, and suggestions") as a positive for the District, confirming the positive impact and need to continue Action 1.5.

Support staff and Spanish-Speaking Parent Educational Partners cited a need to ensure that all English Learner students are receiving appropriate English Language development, supporting the addition of "professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL)" to Action 1.9 as a formative assessment tool to support student progress toward English proficiency.

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

Goals and Actions

Goal

Goal #	Description
2	Maintain a safe and healthy school environment while providing opportunities that develop positive character.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	Overall attendance 95.73% [2020-21 AERIES District Attendance Calculations]	Overall attendance 93.68% [2021-22 AERIES District Attendance Calculations]	Overall attendance 94.3% [2022-23 AERIES District Attendance Calculations]	Overall attendance 94.8% [2023-24 AERIES District Attendance Calculations]	Overall attendance 97% [2023-24 AERIES District Attendance Calculations]
Chronic Absenteeism	Overall -- 9.7% Hispanic -- 9.3% Asian -- 9.0% White -- 16.9% SED -- 10.5% EL -- 8.9% SWD -- 18.4% [2019-20 CALPADS EOY Report 14.1 and 14.2]	Overall -- 13.8% Hispanic -- 12.7% Asian -- 3.6% White -- 20.4% SED -- 14.9% EL -- 14.3% SWD -- 20.5% Foster Youth -- 18.8% [DataQuest 2020-21 K-8 rates]	Overall -- 36.9% Hispanic -- 35.4% Asian -- 34.6% White -- 44.6% SED -- 38.1% EL -- 39.0% SWD -- 58.5% Foster Youth -- 54.5% [2022 California School Dashboard]	Overall -- 13.8% Hispanic -- 13.4% Asian -- 14.3% White -- 16.3% SED -- 14.7% EL -- 11.8% SWD -- 30.3% Foster Youth -- 52.9% [2023 California School Dashboard]	Overall -- 9.5% Hispanic -- 9.5% Asian -- 9.5% White -- 15.0% SED -- 9.5% EL -- 9.5% SWD -- 18.0% Foster Youth -- 18.0% [California School Dashboard]
Facilities Inspection Tool (FIT): School facilities maintained in good	MET -- Results reported All sites "Good" or better	MET -- Results reported All sites "Good" or better	MET -- Results reported All sites "Good" or better	MET -- Results reported All sites "Good" or better	MET -- Results reported All sites "Good" or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
repair based on FIT score.	[Reported to the CUSD Governing Board, June, 2021]	[Reported to the CUSD Governing Board, June, 2022]	[Reported to the CUSD Governing Board, June, 2023]	[Reported to the CUSD Governing Board, June, 2024]	[2024 Report to the CUSD Governing Board]
Suspension Rate	Overall -- 3.5% Hispanic -- 3.4% Asian -- 1.5% White -- 3.6% SED -- 3.7% EL -- 1.7% SWD -- 5.9% [DataQuest, 2019-20 Suspension Rate]	Overall -- 1.6% Hispanic -- 1.6% Asian -- 0% White -- 1.9% SED -- 1.7% EL -- 1.8% SWD -- 1.3% [DataQuest, 2020-21 Suspension Rate]	Overall -- 4.7% Hispanic -- 4.4% Asian -- 3.8% White -- 6.8% SED -- 5.0% EL -- 3.8% SWD -- 3.7% Homeless -- 4.2% Foster Youth -- 0% [2022 California School Dashboard]	Overall -- 5.2% Hispanic -- 5.2% Asian -- 2.2% White -- 6.8% SED -- 5.6% EL -- 5.9% SWD -- 1.7% Homeless -- 10.7% Foster Youth -- 8.7% [2023 California School Dashboard]	Overall -- 2.7% Hispanic -- 2.4% Asian -- 1.8% White -- 4.8% SED -- 2.7% EL -- 1.8% SWD -- 1.7% Homeless -- 2.2% Foster Youth -- 0% [California School Dashboard]
Parent Engagement: Results of the State's Self-Reflection Tool Reported to the CUSD Governing Board	MET -- Results reported The state's self-reflection tool reflected an average rating of 4.1 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement.	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.9 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement.	MET -- Results reported The state's self-reflection tool reflected an average rating of 4.1 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement.	MET -- Results reported The state's self-reflection tool reflected an average rating of 4.1 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement.	MET -- Results reported The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June, 2021, Report to the CUSD Governing Board]	[June, 2022, Report to the CUSD Governing Board]	[June, 2023, Report to the CUSD Governing Board]	[June, 2024, Report to the CUSD Governing Board]	[2024 Report to the CUSD Governing Board]
High School Dropout Rate	2.9% [2019-20 DataQuest Four-Year Adjusted Cohort Outcome]	2.7% [2020-21 DataQuest Four-Year Adjusted Cohort Outcome]	2.7% [2021-22 DataQuest Four-Year Adjusted Cohort Outcome]	2.2% [2022-23 DataQuest Four-Year Adjusted Cohort Outcome]	0% [2022-23 DataQuest Four-Year Adjusted Cohort Outcome]
Middle School Dropout Rate	0%. [CALPADS, 2019-20]	0% [CALPADS, 2020-21]	0% [CALPADS, 2021-22]	0% [CALPADS, 2022-23]	0% [2022-23 CALPADS]
Expulsion Rate	0% [DataQuest, 2019-20 Expulsion Rate]	0% [DataQuest, 2020-21 Expulsion Rate]	0% [DataQuest, 2021-22 Expulsion Rate]	0% [DataQuest, 2022-23 Expulsion Rate]	0% 2022-23 DataQuest Expulsion Rate
School Climate Survey: % of Students Feeling Connected to School	MET -- Results reported 77.3% of students responding felt connected to their school(s) [June, 2021, Report to the CUSD Governing Board]	MET -- Results reported 57.1% of students responding felt connected to their school(s) [June, 2022, Report to the CUSD Governing Board]	MET -- Results reported 80.6% of students responding felt connected to their school(s) [June, 2023, Report to the CUSD Governing Board]	MET -- Results reported 82.7% of students responding felt connected to their school(s) [June, 2024, Report to the CUSD Governing Board]	MET -- Results reported 90% of students responding will feel connected to their school(s) [2024 Report to the CUSD Governing Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey: % of Students Feeling Safe at School	MET -- Results reported 72.1% of students responding felt safe at their school(s) [June, 2021, Report to the CUSD Governing Board]	MET -- Results reported 60.6% of students responding felt safe at their school(s) [June, 2022, Report to the CUSD Governing Board]	MET -- Results reported 85.8% of students responding felt safe at their school(s) [June, 2023, Report to the CUSD Governing Board]	MET -- Results reported 85.2% of students responding felt safe at their school(s) [June, 2024, Report to the CUSD Governing Board]	MET -- Results reported 90% of students responding will feel safe at their school(s) [2024 Report to the CUSD Governing Board]
School Climate Survey: % of Parents Feeling Connected to School and Their Children Feel Safe at School	81.3% of parents responding felt welcome at their school(s). 73.7% of parents responding felt their child(ren) were safe at school(s). [2022 Spring Survey Data]	81.3% of parents responding felt welcome at their school(s). 73.7% of parents responding felt their child(ren) were safe at school(s). [2022 Spring Survey Data]	92.0% of parents responding felt welcome at their school(s). 88.5% of parents responding felt their child(ren) were safe at school(s). [2023 Spring Survey Data]	80.0% of parents responding felt welcome at their school(s). 87.5% of parents responding felt their child(ren) were safe at school(s). [2024 Spring Survey Data]	90% of parents responding will feel welcome at their school(s). 90% of parents responding will feel their child(ren) are safe at school(s). [2024 Spring Survey Data]
School Climate Survey: % of Teachers Feeling Connected to School and Safe at School	To be established in 2022-23 school year.	Teachers not surveyed in 2021-22 regarding school safety or connectedness.	MET -- Results reported 100% of teachers responding felt safe at their school(s). 100% of teachers responding felt	100% of teachers responding felt safe at their school(s). 96% of teachers responding felt connected to their school(s).	100% of teachers responding will feel connected to their school(s). 100% of teacher responding will feel safe at school(s).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			connected to their school(s). [2023 Spring Survey Data]	[2024 Spring Survey Data]	[2024 Spring Survey Data]

Goal Analysis

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

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

Implementation of Action 2.1 was successfully implemented. Parent nights were held and both schools, as were parent workshops. Outreach to parents was successfully undertaken to engage families in the planning for the Community Schools grant. The Family Liaisons have successfully provided services and support to Low-Income families and Foster Youth and homeless students that have positively impacted family participation and satisfaction.

Action 2.2 was successfully implemented in order to maintain healthy and positive environments at our schools. Classrooms and common areas were cleaned more frequently, and air filters and ducts, as well, to prevent the spread of illness and ensure the safety of students and staff.

Action 2.3 was a success, as we were able to provide our planned mental/emotional health services. Staff teams met weekly to identify students' social-emotional needs and provide supports. Staffs at both schools were provided presentations in social-emotional learning practices. Both schools reviewed data for chronic absenteeism and instituted additional efforts to lower those rates, especially for students with exceptional needs. Though CHS does not have absenteeism as a state accountability measure, we know that students need to be in school to learn, and absenteeism must be addressed at all levels. Students were provided attendance incentives. Behavior supports were provided for all of our Low-Income students, English Learners, and Foster Youth as planned.

Action 2.4 was implemented successfully; students who resided inside the "walking zone," an area between a 1.5 and a .5 radius of school, were provided additional bus stops to reduce walking distance to and from the school site.

Action 2.5 was not implemented as planned. The District halted expansion of available athletic fields and recreational areas in response to elementary school family educational partners strongly urging the District to provide indoor spaces for increased opportunities for their

children to participate in recreational activities, theatrical productions, art shows, etc. The District shifted its focus from expansion of outdoor spaces at CES to expansion of indoor spaces.

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

Action 2.1 -- Under Budgeted: The District spent more than planned due to the costs of staff development for Parent Square, and the higher cost for coordinator salary for community outreach.

Action 2.3 -- Over Budgeted: The District spent less than planned because a position originally planned to be charged to this action was also coded to Goal 1, Action 5. The coaching position was inadvertently duplicated, and then was not filled in either action.

Action 2.5 -- Over Budgeted: The District spent less than planned as we halted expansion of available athletic fields and recreational areas and shifted focus from expansion of outdoor spaces at CES to expansion of indoor spaces..

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

Action 2.1 -- Feedback from parents and families indicate that our efforts to engage with them are being effective. Due to extra efforts by the District to encourage participation, almost twice as many parents responded to surveys in 2024. The percentage of parents who responded that they feel welcome at their children's schools was still strong at 80%. Results for the Family Engagement instrument showed a sustained rating of 4.1 (on a scale of 1 to 5) for family engagement responses. Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for Low-Income students and English Learners as a result of improved family engagement. Additional evidence of the effectiveness of this action was a .5% decrease in the high school dropout rate.

Action 2.2 -- This action was effective, as all schools had a FIT rating of "good" or better. Ninety-six percent of parents surveyed agreed that the schools are clean and well-maintained.

Action 2.3 and Action 2.5 -- We were very pleased to see that the social-emotional supports and positive behavior system continue to be having a generally positive impact, as the percentage of students who responded to the survey prompt that they feel safe at school who feel safe was 85.2%; and those feeling connected increased from 80.6% to 82.7%. Staff report that the expanded fields allow increased outdoor activities during the regular school day and after school, and are heavily used by students. The percentage of students who report positive feelings about their play grounds and appearance again increased, growing from 65% in 2023 to 68% in 2024. Additionally, three-quarters of students agreed that "I am happy to be at my school." The percentages of teachers who feel safe at school and feel connected were both 100%. Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned

the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for Low-Income students and English Learners. However, these actions were not as effective as planned on maintaining low suspension rates. On the 2023 Dashboard, suspension rates again increased for most student groups, though at a slower pace than before. As noted under the Goal 1 analysis, Action 2.5 appeared to be effective in improving state assessment results for Low-Income students, but not effective for English Learners.

Action 2.4 -- Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for Low-Income students and English Learners, so we consider this action to be effective.

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

Action 2.3: Staff Educational Partners suggested that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students could be effective in lowering suspension rates by keeping students active and engaged. This suggestion has been added to Action 2.3. Additionally, "The District will provide full-time LVN support for students in addition to what is legally required." has been added to this action.
Action 2.5: Parent Educational Partners lauded the expansion of the outdoor recreational areas and the increased opportunities for their children to participate in outdoor activities after school and on weekends. Elementary school families strongly urge the District to provide indoor spaces for increased opportunities for their children to participate in recreational activities, theatrical productions, art shows, etc. They also noted that increased indoor spaces would allow parents increased opportunities to participate in school assemblies and events, which is currently difficult because of the limited space to fit in all families. They suggested this as a revision of Action 2.5.

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

Goals and Actions

Goal

Goal #	Description
3	Guide and prepare all students, including low-income, English learners, and foster youth students, for post-secondary opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduating seniors will have confirmed plans of enrollment in one of the following: college, university, vocational program, or military	All students -- 78% Hispanic -- 77% Asian -- N/R White -- N/R SED -- 75% EL -- N/R SWD -- N/R Percentages are not reported (N/R) for groups with less than 11 students. [2019 District Data]	All students -- 96% Hispanic -- 92% SED -- 89% The number for other groups were too low to report. [2022 District Data]	All students -- 96% Hispanic -- 94% SED -- 92% The number for other groups were too low to report. [2023 District Data]	All Students – 89% Hispanic – 92% Low-Income – 90% The percentages for other groups were too low to report. [2024 District Data]	All students -- 100% Hispanic -- 100% SED -- 100% 90% or greater for all groups reporting results. [District Data]
Early Assessment Program (EAP): % PUPILS SCORING "READY" on SBAC ELA Assessments	All Students: 15.29% SWD: 0% EL: 8.33% Hispanic: 13.71% SED: 14.18% White: 21.05%	All Students: 21.43% SWD: N/R EL: N/R Hispanic: 18.64% SED: 19.05% White: N/R Percentages are not reported (N/R) for	All Students: 9.30% SWD: 0% EL: 0% Hispanic: 9.33% SED: 8.84% White: N/R Percentages are not reported (N/R) for	All Students: 28.83% SWD: 0% EL: 0% Hispanic: 27.15% SED: 24.83% White: N/R Percentages are not reported (N/R) for	All Students: 35% SWD: 5% EL: 15% Hispanic: 30% SED: 30% White: 40% [DataQuest, SBAC ELA Assessments]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[DataQuest, SBAC ELA Assessments, 2018-19]	groups with less than 11 students. [DataQuest, SBAC ELA Assessments, 2020-21]	groups with less than 11 students. [DataQuest, SBAC ELA Assessments, 2021-22]	groups with less than 11 students. [DataQuest, SBAC ELA Assessments, 2022-23]	
Early Assessment Program (EAP): % PUPILS SCORING "READY" on SBAC Math Assessments	All Students: 3.23% SWD: 0% EL: 0% Hispanic: 2.44% SED: 3.01% White: 5.26% [DataQuest, SBAC Math Assessments, 2018-19]	All Students: 8.34% SWD: N/R EL: N/R Hispanic: 0% SED: 1.56% White: N/R [DataQuest, SBAC Math Assessments, 2020-21]	All Students: 1.80% SWD: 0% EL: 0% Hispanic: 1.33% SED: 1.36% White: N/R [DataQuest, SBAC Math Assessments, 2021-22]	All Students: 1.23% SWD: 0% EL: 0% Hispanic: 0% SED: 0% White: N/R [DataQuest, SBAC ELA Assessments, 2022-23]	All Students: 15% SWD: 5% EL: 10% Hispanic: 15% SED: 15% White: 20% [DataQuest, SBAC Math Assessments]
A-G Completion Rate	All students~ 42.4% Hispanic~ 43.0% Asian~ 58.3% White~ 31.6% SED~ 41.4% SWD -- 0.5% EL -- 20.0% (Foster Youth and Homeless results not reported) [DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]	All students~ 32.8% Hispanic~ 37.6% Asian~ 33.3% White~ 17.6% SED~ 30.7% SWD -- 22.2% EL -- 21.7% (Foster Youth and Homeless results not reported) [DataQuest, 2020-21 Four-Year Adjusted Cohort Graduation Rate]	All students~ 48.2% Hispanic~ 47.1% Asian~ NR White~ 27.3% SED~ 47.7% SWD -- N/R EL -- 22.2% Percentages are not reported (N/R) for groups with less than 11 students. [2021-22 DataQuest Four-Year Adjusted	All students~ 52.8% Hispanic~ 52.9% Asian~ NR White~ 58.3% SED~ 50.9% SWD -- 17.6% EL -- 31.4% [2022-23 DataQuest Four-Year Adjusted Cohort Graduation Rate]	All students~ 55% Hispanic~ 55% Asian~ 65% White~ 45% SED~ 55% SWD -- 2% EL -- 35% [DataQuest Four-Year Adjusted Cohort Graduation Rate]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Cohort Graduation Rate]		
Graduation Cohort CTE Pathway Completion Rate	All students~ 42.0% Hispanic~ 40.1% Asian~ 58.3% White~ 38.1% SED~ 37.2% SWD -- 50.0% EL -- 37.8% [2019-20 CALPADS EOY Reports 3.14 and 3.15]	All students~ 77.6% Hispanic~ 77.6% Asian~ 83.3% White~ 76.5% SED~ 78.0% SWD -- 39.8% EL -- 58.8% [2020-21 Dashboard Additional Report]	All students ~ 56.1% Hispanic ~ 57.3% Asian ~ N/R White ~ 23.1% SED ~ 57.5% SWD -- 25.0% EL -- 57.1% [2021-22 Dashboard Additional Report]	All students ~ 61.3% Hispanic ~ 61.5% Asian ~ N/R White ~ 58.3% SED ~ 59.9% SWD -- 50.0% EL -- 50.0% [2023 Dashboard Additional Report]	All students ~ 50% Hispanic ~ 50% Asian ~ 65% White ~ 48% SED ~ 50% SWD -- 50% EL -- 48% [Dashboard Additional Report]
California School Dashboard High School Graduation Rate	All students~ 93.0% Hispanic~ 96.2% White~ 69.2% SED~ 93.8% EL~ 93.8% All other student groups had numbers too low to report. [2019 California School Dashboard (combined four- and five-year graduation rate, and the DASS graduation rate)]	All students~ 92.1% Hispanic~ 90.5% White~ 94.1% SED~ 91.5% EL~ 70.6% All other student groups had numbers too low to report. [2021 California School Dashboard Additional Report Graduation Rate]	All students~ 92.3% Hispanic~ 92.4% White~ 84.6% SED~ 91.8% EL~ 82.9% All other student groups had numbers too low to report. [2022 California School Dashboard]	All students~ 96.7% Hispanic~ 96.3% White~ 100% SED~ 96.5% SWD -- 88.9% EL~ 92.1% All other student groups had numbers too low to report. [2023 California School Dashboard]	All students~ 99% Hispanic~ 99% White~ 80% SED~ 99% EL~ 99% [California School Dashboard]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement Exams: % of pupils scoring 3 or higher	20.0% [2020 AP College Board]	23.0% [2021 AP College Board]	38.0% [2022 AP College Board]	21.0% [2023 AP College Board]	30% [AP College Board]
Combined A-G and CTE Completion Rate	All students~ 27.4% Hispanic~ 27.9% SED~ 25.2% [2019-20 CALPADS EOY Reports 8.1 and 3.15]	All students~ 26.3% Hispanic~ 29.3% SED~ 24.8% [2020-21 Dashboard Additional Report]	All students~ 24.5% Hispanic~ 22.9% SED~ 24.7% English Learners -- 11.4% [2021-22 Dashboard Additional Report]	All students~ 34.8% Hispanic~ 34.2% White -- 41.7% SED~ 32.6% English Learners -- 18.4% SWD -- 16.7% [2023 Dashboard Additional Report]	All students~ 35% Hispanic~ 35% SED~ 35% English Learners -- 25% [Dashboard Additional Report]
California School Dashboard College and Career Indicator % of students "Prepared"	All students~ 45.1% Hispanic~ 45.0% Asian~ 58.3% White~ 33.3% SED~ 44.4% SWD – 8.3% EL – 17.6% (Foster Youth and Homeless results not reported) [2020 School Dashboard Additional Reports]	2021 California School Dashboard College and Career Indicator % of students "Prepared" not published.	2022 California School Dashboard College and Career Indicator % of students "Prepared" not published.	All students~ 47.0% Hispanic~ 46.0% White~ 50.0% SED~ 44.8% SWD – 16.7% EL – 23.7% (Asian, Foster Youth and Homeless results not reported because of small numbers in each group.) [2023 California School Dashboard]	All students~ 55% Hispanic~ 55% Asian~ 60% White~ 55% SED~ 55% SWD – 25% EL – 40% [California School Dashboard]

Goal Analysis

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

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

This action was mostly successfully implemented as planned. We were successful in providing increased access to counseling services at the high school. The increased academic guidance and academic opportunities to participate in a broad course of study in preparation for postsecondary eligibility to better meet the needs of low income and EL pupils combined with monitoring of students' progress in meeting post-secondary eligibility was successful as the student groups large enough to report data showed double digit increases in the percentages that graduated with a confirmed plans of enrollment in college, university, vocational program, or military. College field trips were conducted. FASFA and Dream Act workshops were held, as were college prep workshops for Low-Income students, English Learners, and Foster Youth. Recruiting Low- Income students, English Learners, Foster Youth, and homeless students for AP classes took place, resulting in an increasing number of CHS students taking AP exams. The District paid the PSAT fees for Low-Income students, English Learners, and Foster Youth who took the exam. The CTE/ROP Coordinator was successfully continued. Parent conferences for Low-Income students, English Learners, Foster Youth regarding student academic progress, post-secondary plans, and personal needs were also successful, again as shown in the percentages of students graduating with post-secondary plans. Student tutors supported Low Income Students, English Learners, and Foster Youth. The Migrant counselor provided important information sessions and counseling for Migrant and English Learner students and their parents on navigating college enrollment and accessing resources such as DACA information for post-secondary preparation.

We were challenged to find a qualified ASL teacher so that class was not conducted as planned. An additional challenge was faced when an assessment of local conditions determined that many of our incoming Low-Income and English Learner freshman students did not have devices to access the internet at home, a necessary condition to successfully complete home work assignments and to do research outside of the classroom. To address this issue of equity in access to learning, the District purchased Chromebooks for those students to use at home.

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.

Under budgeted -- The District spent more than budgeted by purchasing Chromebooks for incoming Low Income, English Learner, and Foster Youth freshman in order to support their access, at home and at school, to information on academic information to better monitor progress in preparing for post-secondary success, utilizing various data systems to review graduation requirements, A-G and CTE completion progress, and status in courses necessary to apply to
four-year universities, prepare for enrollment in a community college, and/or prepare to successfully enter the military or workforce after graduation. The Chromebooks also supported their success in completing assignments for success in AP classes.

Action 1:

The metrics used to assess the effectiveness of this action show a mixed bag of results, suggesting that it has been effective for Low-Income students, but not as much for English Learners. but not to the degree expected or in all areas. For graduating seniors, it continues to be effective in future planning and an orientation on post- secondary success.

As noted in the 'Reflections" section, in the 2023-24 school year, the District continued to maintain results close to the desired outcomes for seniors to have an explicit post-graduation plan.

Overall and for all student groups, there were significant increases in Graduation rates from 2022. Results for Low-Income students were in the "Very High" performance level. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that our English Learners are poised for continued success. The grad rate for Students with Disabilities increased by 55.6%.

Accompanying the improved results for grad rates was that there were also increases in A-G completion rates from 2022. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that an increasing number of English Learners are prepared for enrollment in university. Included in the 2023 graduation cohort were 26.7% of graduates with Golden State Merit Seal diplomas. These data point to the effectiveness of college prep workshops and increased access to academic guidance and counseling services.

EAP results were a mixed bag; while there were greater-than-doubled increases of Low-Income students scoring "Ready" in the EAP. However, the lack of English Learners meeting that standard remains a cause for concern. Math assessment results were low for all students groups, with only students from the non Low-Income groups scoring "Ready". Inequalities also exist between English Learners and overall results in both subject areas.

The CTE completion rates overall and for student groups bounced back from the prior year, with increases for Low-Income students in the percentages completing a CTE pathway and those combined A-G and CTE requirements. English Learners declined in the former, and increased in the latter; a difference due to the increase in A-G completion rates. We believe that it has been effective to utilize our data systems to review graduation requirements, A-G, and CTE completion progress for our CHS Low-Income students, English Learners, and Foster Youth, and to have the CTE/ROP Coordinator communicate to them that A-G and CTE completion are not exclusive. Overall percentages of students "prepared" on the College and Career indicator still exceed those for Low-Income students and English Learners, indicating that the action has not been as effective as expected.

The significant decline in the percentage of students scoring 3 or above on AP exams, after a record year of success, indicates that we need to review the implementation of the increased academic guidance, A-G completion monitoring, recruiting Low-Income students, English Learners, Foster Youth, and homeless students, and student tutors and where we need to improve in providing those services ro support success in high-stakes exams.

For English Learners, the increase in the graduation rate was excellent news. That, in conjunction with the increase in A-G completion rates, suggest that the monitoring of English Learners meeting graduation requirements and CTE completion is being generally effective, as are increased academic guidance and academic opportunities to participate in a broad course of study. EAP data also show that our English Learners are not experiencing the same lessening in inequalities that are occurring for Low-Income students when compared to the overall student population. The District recognizes the need to take steps to better address the needs of our English Learners for academic success; many of those are described in Action 1.9 of this plan. The District recognizes the need to take further steps to better address the needs of our English Learners. An additional ELD class at CHS to lower class size and provide greater individual attention will continue as part of Action 1.9 to address the needs of English Learners at the high school.

- Hire and College and Career Readiness Coordinator to oversee and coordinate implementation of all elements of this action.
- Hire a Careers in Education instructor to guide students in that pathway.

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

Metrics:
- Graduation Cohort CTE Pathway Completion Rate data source will be changed from "CALPADS EOY Reports 3.14 and 3.15" to "Dashboard Additional Report" to better align with other data sources that use the Dashboard.
- A-G Completion Rate data source will be changed from "DataQuest, Four-Year Adjusted Cohort Graduation Rate" to "Dashboard Additional Report" to better align with other data sources that use the Dashboard.
- "Students with Disabilities" added as a group to the "California School Dashboard: High School Graduation Rate" since data are now available.
- Students with Disabilities added to the "Combined A-g and CTE Completion Rate" metric since data are now available for that student group.

Action:
- "Hire and College and Career Readiness Coordinator to oversee and coordinate implementation of all elements of this action" added to the action.
- "Hiring a Careers in Education instructor to guide students in that pathway" added to this action.
- "Chromebooks will be purchased for all incoming freshmen" added to the action.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caruthers Unified School District	Marla Enmark Assistant Superintendent	menmark@caruthers.k12.ca.us 559-495-7810

Plan Summary [2024-25]

General Information

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

Caruthers Unified is located in the central San Joaquin Valley, approximately 15 miles south of Fresno. The District covers a large rural area (120 square miles) of approximately 2,500 residents, including the two small unincorporated communities of Caruthers and Raisin City. An additional 4,800 people live in the area surrounding Caruthers. The goals of the Caruthers Unified School District are to:

1. Promote academic achievement for all students, including low-income, EL and foster youth students.
2. Maintain Safe and Healthy Schools with Positive Climates
3. Guide and Prepare Students for Post-Secondary Opportunities

The Caruthers Unified School District is comprised of 1568 students. Caruthers Unified is committed to promoting academic achievement for all students, including low-income, English Learners, and foster youth students. The educational programs start at our Family Services Center, which houses our Pre-School, Caruthers Elementary, Monroe Elementary, Caruthers High School as well as MARC High School which is our continuation high school and adult school.

Of our 1,531 students, 88.7% of them are low-income (LI) and qualify for free and reduced lunch, 26.3% are designated as English Learner students, and 8.2% are students with disabilities. Less than 1% are Foster Youth, and 1.1% are homeless. Students in Caruthers benefit from the support they receive in a small community and are given the opportunity to participate in a variety of extracurricular programs involving athletics, community service and the arts. In passing two bonds over the past several years, the Caruthers community has taken huge steps in the support of our District.

For the 2024-25 school year, MARC High has been identified as eligible for Equity Multiplier funding. Currently, no MARC High students are placing at the "Prepared" level on the College and Career Indicator from the California School Dashboard. Goal 4 has been created as a focus goal to describe how those funds will be used to increase the percentage of students placing at that level.

In November of 2023, the Governing Boards of the Monroe Elementary School District and the Caruthers Unified School District each approved resolutions for the lapsation of MESD into CUSD. The Fresno County Superintendent of Schools subsequently concurred with the lapsation. [EC37580(d)]. Beginning in the 2024-25 school year, Monroe Elementary School will be a part of the Caruthers Unified School District.

Reflections: Annual Performance

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

Reflections on data: (Data are not reported for some student groups to to the small size of the cohort (<11).)

2023 California School Dashboard, Distance from Standard:
 2023 ELA Performance Change from 2022 2023 Math Performance Change from 2022
All Students -- 16.8 points below 20.0 points increase 63.4 points below 6.3 points increase
Low Income -- 26.7 points below 17.9 points increase 73.4 points below 4.3 points increase
English Learners -- 63.0 points below 5.8 points decline 104.2 points below 25.0 points decline
Hispanic -- 21.9 points below 17.6 points increase 71.2 points below 3.4 points increase
White -- 13.7 points above 38.2 points increase 12.2 points below 36.4 points increase
Asian -- 55.6 points above 12.6 points increase 17.4 points above 6.3 points decline
Students w/Disabilities -- 119.9 points below 5.5 points increase 175.2 points below 2.1 points decline
 "Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased significantly from one year to the next. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance.
 At Caruthers High School, every student group made significant gains in "Distance from Standard" in ELA. English Learners improved by 46.3 points, Low-Income students gained 50.4 points, and Students with Disabilities increased their groups performance by 21.6 points. In Math, gains were also seen for all CHS student groups, with the exception of English Learners. Low-Income students improved by 6.8 points, and Students with Disabilities by 10.7 points.
 Districtwide and at Caruthers High, the assigned performance level for English Learners in Math was "Very Low". As a result, a specific action will be included in the LCAP to address this need. Additionally, at the District level, Students with Disabilities were also assigned a "Very Low" level in Math, and an additional specific action will be included in the LCAP to address this need.

2023 SBAC Assessments; Percentages of Students Meeting or Exceeding Standard:
 2023 ELA Change from 2022 2023 Math Change from 2022
All Students -- 43.7% 6.0% increase 29.1% 2.5% increase
Low Income -- 39.6% 5.0% increase 25.0% 1.3% increase
Non Low-Income -- 73.6% 14.2% increase 58.5% 11.1% increase

English Learners -- 13.1% 0.6% increase 7.0% 3.5% decline
LTEL -- 0% n/d 0% n/d
Hispanic -- 42.2% 6.0% increase 26.3% 0.8% increase
White -- 51.5% 7.0% increase 46.3% 18.9% increase
Asian -- 72.2% 6.8% decline 61.1% 7.3% decline
Students w/Disabilities -- 5.0% 3.9% decline 2.5% 1.9% decline

The percentages of students "Meeting or Exceeding Standard" in ELA showed better results compared to the "Distance from Standard" for English Learners. Low-Income students were, again, just short of keeping pace with All Students in ELA and Math, but did not close ground. As with "Distance from Standard" results, English Learners experienced a significant decline in Math performance compared to the prior year. Examining the state assessment data for English Learners, the largest assessed grade levels were 5th and 11th. Between both grade levels, more than 70% were below grade level in "Concepts and Procedures". Fifth graders also struggled greatly with "Problem Solving and Modeling and Data Analysis", while 65% of 11th graders were below grade level in "Communicating Reasoning". While the math -- and ELA -- needs of all English Learners will be addressed, the areas cited may provide suggestions for future instruction.

Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the inequalities between Students with Exceptional Needs and overall results in both subject areas.

Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups. The state data show that for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. To address the needs of our LTEL students, a specific action will be included in the LCAP. (Action 1.14)

2023 California School Dashboard, English Learner Progress Indicator (ELPI):

The above data raise cause for concern with the progress of English Learners in ELA and Math. At the same time, there are data that suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that less than 53.6% of our English Learners are making a year or more growth in acquiring English language skills, and improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%.

The District recognizes the need to take further steps to better address the needs of our English Learners. An additional ELD class at CHS to lower class size and provide greater individual attention will continue as part of Action 1.9 to address the needs of English Learners at the high school. Administrators will continue to collaborate with ELD teachers and ELD leadership teams to improve and accelerate language acquisition as they continue implementation of the District's English Learner Master Plan aligned with the state's EL Roadmap. We believe that the gains in the percentage of English Learners making progress in the ELPI, and the continuing double-digit reclassification rate demonstrates that we are on the right track. ELPAC data from 2023 show that almost 40% of 4th graders scored at Overall Level 4; on the same assessment, 81% of 4th graders were near or above standard in Reading, and over 76% were near or above standard in Writing. This suggests that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments.

iReady Reading Assessments, Winter 2024:
 All Students Low-Income English Learners
Tier 1 -- 19.9% 17.9% 7.2%
Tier 2 – 28.5% 27.6% 28.0%
Risk of Tier 3 – 51.6% 54.6% 64.7%

iReady Math Assessments, Winter 2024:
 All Students Low-Income English Learners
Tier 1 -- 20.1% 18.0% 5.1%
Tier 2 – 37.4% 38.0% 40.5%
Risk of Tier 3 – 42.5% 43.9% 54.4%
 The 2024 mid-year iReady data confirm what the 2023 state assessment data indicate, that inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement.

2023 Early Assessment Program (EAP), Percentage of 11th Grade Students Scoring "Ready":
 2023 ELA Change from 2022 2023 Math Change from 2022
All Students -- 28.8% 19.5% increase 1.2% 0.6% decrease
Low Income -- 24.8% 16.2% increase 0% 1.3% decrease
Non Low-Income -- 61.1% 46.8% increase 11.1% 6.3% increase
English Learners -- 0% no change 0% no change
LTEL -- 0% n/d 0% n/d
Hispanic -- 27.2% 18.1% increase 0% 1.3% decrease
White -- n/d n/d n/d n/d
Asian -- n/d n/d n/d n/d
Students w/Disabilities -- 0% no change 0% no change
 We were pleased to see the greater-than-doubled increases in the percentages of All Students, Low-Income students, and Hispanic students scoring "Ready" for college ELA. However, the lack of English Learners meeting that standard remains a cause for concern. Despite the increases, inequalities in percentages of 11th grade students scoring "Ready" in the EAP (exceeding standard on SBAC) are clearly apparent between Low-Income students and non-Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Math assessment results were low for all students groups, with only students from the non Low-Income groups scoring "Ready". Also clearly seen are the inequalities between English Learners, Students with Exceptional Needs and overall results in both subject areas.

2023 California School Dashboard, Graduation Rates:
 2023 Rate Change from 2022
All Students -- 96.7% 4.4% increase
English Learners -- 92.1% 9.2% increase
Low-Income -- 96.5% 4.7% increase
Non Low-Income -- 100% no change

Hispanic -- 96.3% 3.9% increase
White -- 100% 15.4% increase
Students with Disabilities -- 88.9% 55.6% increase
 We were pleased that, overall and for all groups, there were significant increases from 2022. Results for All Students, Low-Income students, and Hispanic students were all in the "Very High" performance level. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that our English Learners are poised for continued success.

A-G COMPLETION RATES:
 2023 Rate Change from 2022
All students ~ 52.8% 4.6% increase
Low-Income ~ 50.9% 3.2% increase
English Learners -- 31.4% 9.2% increase
Hispanic ~ 52.9% 5.8% increase
White ~ 58.3% 31.0% increase
Students with Disabilities -- 17.6% n/d
 We were pleased that, overall and for all groups, there were increases from 2022. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that an increasing number of English Learners are prepared for enrollment in university.

Included in the 2023 graduation cohort were 26.7% of graduates with Golden State Merit Seal diplomas.

2023 California School Dashboard, Chronic Absenteeism:
 2023 Rate Change from 2022
All Students -- 13.8% 23.1% improvement
English Learners -- 11.8% 27.2% improvement
Low-Income -- 14.7% 23.4% improvement
Non Low-Income --
Hispanic -- 13.4% 22.0% improvement
White -- 16.3% 28.3% improvement
Asian - 14.3% 20.3% improvement
Students with Disabilities -- 30.3% 28.2% improvement
Foster Youth -- 52.9% 1.5% improvement
 Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. We were pleased to see that our efforts to address the former "Very High" rates were successful for Low-Income students, English Learners, and Students with Disabilities. The rate decline for Foster Youth was not as great as expected, and the inequality between that group and others grew; they and Students with Disabilities are chronically absent at a much higher rate than the overall population.
 Inasmuch as the actions in which we engaged to address Chronic Absenteeism have been successful, we will continue those in the 2024-25 school year. These include providing social-emotional and mental health supports in order to ensure that our students feel safe and

connected to their schools, including continued, significant increases in the budgets for those services and social- emotional learning (SEL). These services will include hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low-Income students, English Learners, and Foster Youth in grades TK-12 impacted by the pandemic, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social- emotional skills that support a safe and positive climate for learning, and; providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

In consultation with site principals, the need for a complex approach to closing those inequalities was identified. The District will continue the social-emotional supports of Action 2.3, listed above, and the increased access to transportation (Action 2.4) to reduce Chronic Absenteeism. Complimentary activities will be the school sites reviewing absences and determining the need to send a SARB warning letter, and the sites establishing incentives for attendance.

For the 2024-25 school year, Monroe Elementary School will become part of CUSD. On the 2023 Dashboard for that school, overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and Hispanic students were in the "Very High" performance level. To address those rates, a specific action or actions will be included in the LCAP

2023 California School Dashboard, Suspension Rates:
2023 Rate Change from 2022
All Students -- 5.2% 0.5% increase
English Learners -- 5.9% 0.6% increase
Low-Income -- 5.6% 0.6% increase
Non Low-Income -- 2.3% 0.1% increase
Hispanic -- 5.2% 0.8% increase
White -- 6.8% no change
Asian - 2.2% 1.6% decline
Students with Disabilities -- 1.7% 2.0% decline
Foster Youth -- 8.7% 8.7% increase
Homeless -- 10.7% 6.5% increase

Suspension rates increased slightly for All Students and all other groups, with the exceptions of Students with Disabilities and Asian students. Low-Income students, English Learners, Foster Youth, and Homeless were suspended at higher rates than the overall rate, and more than twice that of non-Low-Income students.

Educational partners continue to express concerns that many students at all grade levels needed to are still exhibiting in-school behaviors that are more like the relaxed behaviors they might practice at home. Partners also continue to voice concerns that motivation is lacking among many older students at the middle and high school levels.

We will continue to address Suspension Rates by providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including continued, significant increases in the budgets for those services and social-emotional learning (SEL). These services will include hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low-Income students, English Learners, and Foster Youth in grades TK-12 impacted by the pandemic, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning, and; providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

Additionally, the District will create specific actions to address suspension rates for English Learners, who were suspended at a "Very High" performance level districtwide and at Caruthers High. Specific actions will also be included to address suspension rates for Foster Youth and Homeless students, who were suspended at a "Very High" performance level districtwide. At Caruthers Elementary School, White students were suspended at a "Very High" performance level, and an action will be included in the LCAP to address that need.

The High School Dropout Rate declined to 2.2% from the prior year. The District is committed to all students completing high school.

We were pleased to see in the Spring, 2024, survey results that the increases in percentages of students who responded that they feel safe at, and connected to school were maintained from the prior year. The percentage who feel safe was 85.2%; and those feeling connected increased from 80.6% to 82.7%. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our culture and climate actions described in Goal 2.

Due to extra efforts by the District to encourage participation, almost twice as many parents responded to surveys in 2024. The percentage of parents who responded that they feel welcome at their children's schools was still strong at 80%. The percentage of parents who feel their children are safe at school was 87.5%. Our efforts in Goal 2, Action 1, appear to be having the positive impact that was expected. The Family Liaisons, in particular, have provided services and support to Low-Income families and Foster Youth and homeless students that have positively impacted family participation and satisfaction.

All teachers responded that they feel safe at school, and 96% feel connected to their schools.

Results for the Family Engagement instrument showed a sustained rating of 4.1 (on a scale of 1 to 5) for family engagement responses.

The District continues to maintain and upgraded facilities and provide a number of programs and activities to enhance the core curriculum and instruction in order to engage unduplicated students to become active participants in the school community. Students are served by various clubs and programs that made them feel safer and develop positive character, while at school. Students participate and or had access to Junior Doctor's and Doctor's Academy, athletics, Summer Bridge, and after school programs.

Caruthers Unified continues to be successful in promoting collaboration with administration and teacher leadership teams, in communicating with their colleagues the direction and goals for our students, and in increasing focused instructional time.

The District provides instructional support for new teachers through a mentorship program to help them better meet the needs of low income and EL pupils and we are pleased with its success. Technology training and professional learning support for all staff that was provided to support the switch to distance learning has resulted in more effective use of technology to support classroom instruction. District teachers assessed the implementation of state standards at 3.6 points out of 5, equivalent to beyond initial implementation and not yet reaching high implementation. Surveys indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed.

Forums for parents to discuss and collaborate on expectations for our students have continued via parent committees and organizations, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee

(DELAC), and the District's Parent Advisory Council (PAC).

In the 2023-24 school year, the District continued to maintain results close to the desired outcomes for seniors to have an explicit post-graduation plan. Because of a clerical error, it was discovered that percentages with explicit post-graduation plans had been over-reported in 2022 and 2023. Even after the correction, 2024 results show high percentages students with plans: All Students – 89%, Hispanic – 92%, SED – 90%.

Providing access to devices and connectivity to the internet continues to be one of the District's successes. Every student has access to a device and, if needed, access to a hotspot for internet connectivity. The District consistently has reached out to families to ensure that students' technological needs are met. The level of tech support has been praised by staff and parents alike and resulted in the multifold improvements in teachers' comfort with technology that are described below.

Improvements in academic outcomes described above confirm that the District's efforts are having a positive impact on Low-Income students and English Learner. Instructional support will continue to be provided for Low-Income students, English Learner students, and Foster Youth focused on primary grades on early literacy skills, language development, math and intervention through small class size (4th -12th grades), and an RtI program for reading or math supported by a credentialed teacher. Students are met with daily for strategic instructional support and thereby increasing academic achievement for unduplicated students. The iReady program to support students through intervention and allow students to succeed academically is fully implemented and provides useful data for instructional decisions at the classroom, school, and District levels. The Response to Intervention aspect of the program is increasing annually .

Teachers will continue to use iReady diagnostic assessments to identify strengths and areas of growth in English language arts and mathematics, in grades K-12. Other assessments, oral and written, administered by teachers will be combined with the iReady to identify skills and knowledge to be addressed. Expert teacher recommendation will also be strongly considered. Data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels to plan instruction, supports, and interventions. Both EL and LI student groups lag behind other student groups, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

A more systematic approach in analyzing data remains a need. Implementation of the data systems and analyzing data from supplemental materials to assess the effectiveness of various supplemental programs remains a work-in-progress.

Additionally, the District will address performance the performance inequalities described above by a multi-pronged approach, including increased access to counseling services at the high school, increased academic guidance and academic opportunities to participate in a broad course of study in preparation for postsecondary eligibility to better meet the needs of low income and EL pupils, and monitoring of students' progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation. Goal 3 in the LCAP demonstrates the District's commitment to having all of our students graduate from high school with a plan for post-secondary success.

Required Actions:
- Districtwide and at Caruthers High, the assigned performance level for English Learners in Math was "Very Low". As a result, a specific action will be included in the LCAP to address this need. (Action 1.12)
- Districtwide, Students with Disabilities were assigned a "Very Low" level in Math, and an additional specific action will be included in the LCAP to address this need. (Action 1.13)
- For the 2024-25 school year, Monroe Elementary School will become part of CUSD. On the 2023 Dashboard for that school, overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and Hispanic students were in the "Very High" performance level. To address those rates, a specific action or actions will be included in the LCAP. (Action 2.6)
- The District will create specific actions to address suspension rates for English Learners, who were suspended at a "Very High" performance level districtwide and at Caruthers High, and Homeless students, who were suspended at a "Very High" performance level districtwide. (Action 2.7)
- Specific actions will also be included to address suspension rates for Foster Youth, who were suspended at a "Very High" performance level districtwide. (Action 2.8)
- At Caruthers Elementary School, White students were suspended at a "Very High" performance level, and an action will be included in the LCAP to address that need. (Action 2.9)

Reflections: Technical Assistance

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

The District was identified for Differentiated Assistance for English Learners for the academic indicators in ELA and Math, and Suspension rates. The District has chosen to focus its Differentiated Assistance efforts on improving English Learners' progress in Math.

Districtwide, the Distance from Standard in Math for English Learners was 104.2 points below standard. The District has consulted with Fresno County Superintendent of Schools (FCSS) to use the improvement science model to address English Learner students' needs. We have had one meeting to debrief the process and look at the data that contributed to qualifying for DA, but we have not started the Sprint meetings or general leadership meeting. Beginning with the Leadership team of District and FCSS staff established for Differentiated Assistance, the team is examining math data for English Learners. Additionally, the District is participating in the English Learners Networked Improvement Community (ELNIC), collaborating with other districts to enhance our understanding of systems impacting English Learners. Through shared learning, we are engaging with expert, research-based content to drive continuous improvement and foster positive outcomes for English Learners.

Through the ELNIC, the District team is using Dashboard and local English Learner data to collaborate on a root cause analysis and identify a Problem of Practice, fostering a clear understanding of areas requiring improvement. With the expert support of the FCSS team and educators from CUSD, the team will develop a Theory of Improvement designed to guide research-based practices and improvement initiatives aimed at English Learners. The Theory of Improvement has not been identified at this point. Once an idea is identified, the Implementation Team, also of District and FCSS staff, will be created to monitor and adjust the initiative. Both the Leadership Team and the Implementation Team will meet monthly, using a cycle of inquiry process (Plan/Do/Study/Act) to determine the degree and effectiveness of

implementation and to adjust, as necessary. We have the dates to the EL NIC and the site principals will all be attending so collectively we can understand the problem and put the theory of improvement into practice. This next year we will be determining this as well.

Once the Theory of Improvement has been developed and the improvement initiatives have been identified, this section will be updated.

The Differentiated Assistance is described in Action 1.12.

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
Parents/Families	Meetings on March 6, 2024, to collect input on LCAP development, with presentation of data and prior actions to support students' success. Surveys conducted on March 4 to March March 22, 2024.
Teachers	Meetings on March 11, 2024, to collect input on LCAP development, with presentation of data and prior actions to support students' success. Surveys conducted on March 4 to March 15, 2024.
Support Staff and Other School Personnel	Meetings on March 11, 2024, to collect input on LCAP development, with presentation of data and prior actions to support students' success. Surveys conducted on March 4 to March 15.
Students	Meetings on 10/12/23, 2/9/24, 3/22,24 to collect input on LCAP development, with presentation of data and prior actions to support students' success. Surveys conducted on March 4 to March 15, 2024.
Principals and Administrators	Meetings were ongoing throughout the year to review data and collect input for LCAP development.
Certificated and Classified Bargaining Units	Meetings on March 6, 2024, to collect input on LCAP development, with presentation of data and prior actions to support students' success.
Parent Advisory Committee (PAC)	The draft LCAP was presented to the Parent Advisory Committee (PAC) for review on May 20, 2024, before presentation to the Board. During LCAP draft review meetings with the PAC, no questions were submitted that required a written response from the Superintendent.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	The draft LCAP was presented to the District English Learner Advisory Committee (DELAC) for review on May 20, 2024, before presentation to the Board. During LCAP draft review meetings with the DELAC, no questions were submitted that required a written response from the Superintendent.
SELPA Consultation	The District consulted with the SELPA through attendance at its monthly Operations Committee meetings and individual consultation with staff. Student records for the students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities. The support needs for students with disabilities will be part of planning for this plan.
Community Educational Partners	Input Meeting, March 6, 2024, with presentation of data and prior actions to support students' success. The Public Comment period ran from May 22-June 7, 2024. A draft of the LCAP was made available to Educational Partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration or through a Google Form. The public hearing or the plan was held on May 29, 2024.
Caruthers USD Governing Board	A Mid Year report of progress on the 2023-24 LCAP was presented to the Board at its meeting on February 26, 2024. The presentation included the most recent data for LCAP metrics and the status of actions to support students' success. The presentation was also used to collect input on LCAP development.

The LCAP that was submitted for Caruthers USD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.

The LCAP Plan was approved at the Board meeting of June 24,2024. |

Educational Partner(s)	Process for Engagement
	Additionally, the Board adopted the District Budget at this same meeting, after the LCAP was adopted. The Local Indicator Report was also presented.
MARC High Equity Multiplier School Consultation	Meetings were held 2/29/24 and 5/16/24 with the SSC, the Principal, and the staff for MARC High in the development of the required focus goal and actions for the school. All SSC meetings are advertised and open to the public, who are invited to attend.

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

Certificated and Parent Educational partners cited school leadership (e.g., "The administration is open to feedback, ideas, and suggestions") as a positive for the District, confirming the positive impact and need to continue Action 1.5.

Parent, Student, and Staff Educational Partners lauded the climate and culture at the school sites, confirming the positive impact and need to continue the actions in Goal 2. Comments included "The culture of the campus is a strength", "I enjoy the feeling of community and sense of belonging here", "Best things inclusion of all students, sports teams, clubs...for many different interests".

Support staff and Spanish-Speaking Parent Educational Partners cited a need to ensure that all English Learner students are receiving appropriate English Language development, supporting the addition of the OPTEL to Action 1.9 as a formative assessment tool to support student progress toward English proficiency.

Staff Educational Partners suggested that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students could be effective in lowering suspension rates by keeping students active and engaged. This suggestion has been added to Action 2.3. Teacher Educational Partners' surveys indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed. (This need is addressed in Action 1.2.)

Parent Educational Partners lauded the expansion of the outdoor recreational areas and the increased opportunities for their children to participate in outdoor activities after school and on weekends. Elementary school families strongly urge the District to provide indoor spaces for increased opportunities for their children to participate in recreational activities, theatrical productions, art shows, etc. They also noted that increased indoor spaces would allow parents increased opportunities to participate in school assemblies and events, which is currently difficult because of the limited space to fit in all families. They suggested this as a refocus of Action 2.5, which was then re-written.

Meetings with the SSC, the Principal, and the staff for MARC High to develop the required focus goal and actions for the school were productive. All Educational Partners agreed that the focus on CTE would be in the best interest of MARC High students, and that the focus on project-based learning activities aligned with CTE pathways would reinforce and deepen students' understanding of the many opportunities available for post-secondary careers, and result in increased percentages meeting the College and Career readiness criteria.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote academic achievement for all students, including low-income, English learners, and foster youth students.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

"Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased significantly from one year to the next. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance.
 The percentages of students "Meeting or Exceeding Standard" in ELA showed better results compared to the "Distance from Standard" for English Learners. Low-Income students were, again, just short of keeping pace with All Students in ELA and Math, but did not close ground. As with "Distance from Standard" results, English Learners experienced a significant decline in Math performance compared to the prior year. Examining the state assessment data for English Learners, the largest assessed grade levels were 5th and 11th. Between both grade levels, more than 70% were below grade level in "Concepts and Procedures". Fifth graders also struggled greatly with "Problem Solving and Modeling and Data Analysis", while 65% of 11th graders were below grade level in "Communicating Reasoning". While the math -- and ELA -- needs of all English Learners will be addressed, the areas cited may provide suggestions for future instruction.
 Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low-income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the inequalities between Students with Exceptional Needs and overall results in both subject areas.
 Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups. The state data show that for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. To address the needs of our LTEL students, a specific action will be included in the LCAP.
 The above data raise cause for concern with the progress of English Learners in ELA and Math. At the same time, there are data that

suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that less than 53.6% of our English Learners are making a year or more growth in acquiring English language skills, and improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%.

The District recognizes the need to take further steps to better address the needs of our English Learners. Administrators will continue to collaborate with ELD teachers and ELD leadership teams to improve and accelerate language acquisition as they continue implementation of the District's English Learner Master Plan aligned with the state's EL Roadmap. We believe that the gains in the percentage of English Learners making progress in the ELPI, and the continuing double-digit reclassification rate demonstrates that we are on the right track. ELPAC data from 2023 show that almost 40% of 4th graders scored at Overall Level 4; on the same assessment, 81% of 4th graders were near or above standard in Reading, and over 76% were near or above standard in Writing. This suggests that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments.

Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Goal 1 is designed to lessen and mitigate those inequalities.

District teachers assessed the implementation of state standards at 3.6 points out of 5, equivalent to beyond initial implementation and not yet reaching high implementation. Surveys indicate that Next-Generation Science Standards and History/Social Studies are the areas in which teachers feel more training and support are needed.

The basic purpose of education is to promote literacy and numeracy for all students, and the actions described under this goal are all designed to achieve that purpose. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions. A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

Educational decisions will be student-centered and informed by excellent data collection, analysis, and appropriate input from our educational partners.

Required Actions (Districts that have Red Dashboard indicators for a school, a student group within the District, and/or a student group within any school must include one or more specific actions within the LCAP. These required actions will be effective for the three-year LCAP cycle.):
- English Learner Math Performance -- Districtwide and Caruthers High. (Action 1.12)
- Students with Disabilities Math Performance -- Districtwide. (Action 1.13)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	All Students -- 16.8 points below Students w/Disabilities -- 119.9points below English Learners -- 63.0 points below Hispanic -- 21.9 points below Low Income -- 26.7 points below White -- 13.7 points above Asian -- 55.6 points above [2023 California School Dashboard]			All Students -- 4 points above Students w/Disabilities -- 80 points below English Learners -- 30 points below Hispanic -- 4 points above Low Income -- 5 points below White -- 25 points above Asian -- 55 points above [2026 California School Dashboard]	
1.2	California School Dashboard: Math Distance from Standard	All Students -- 63.4 points below Students w/Disabilities -- 175.2 points below English Learners -- 104.2 points below Hispanic -- 71.2 points below Low Income -- 73.4 points below White -- 12.2 points below Asian -- 17.4 points above			All Students -- 33 points below Students w/Disabilities -- 135 points below English Learners -- 64 points below Hispanic -- 33 points below Low Income -- 38 points below White -- 5 points above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CHS English Learners -- 181.1 points below [2023 California School Dashboard]			Asian -- 25 points above CHS English Learners -- 140 points below [2026 California School Dashboard]	
1.3	Teachers Appropriately Credentialed and Assigned (California now requires the most recent data from the DataQuest (CALSASS) be reported)	74.5% of teachers appropriately credentialed and assigned. [2022-23 DataQuest]			100% of teachers appropriately credentialed and assigned. [2024-25 DataQuest]	
1.4	California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency	53.6% [2023 California School Dashboard]			65% [2026 California School Dashboard]	
1.5	Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	14.4% [2022-23 CALPADS Reports 2.16 and 8.1]			14% [2025-26 CALPADS Reports 2.16 and 8.1]	
1.6	Access to Standards-Aligned Materials:	MET -- Results reported			MET -- Results reported	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reported to the CUSD Governing Board	100% of students had access to standards aligned curriculum materials. [June, 2024, Report to Board]			100% of students will have access to standards aligned curriculum materials. [June, 2027, Report to Board]	
1.7	Implementation of Standards for All Students and Enabling English Learners to Access CCSS and ELD Standards: Results of the State's Self- Reflection Tool Reported to the CUSD Governing Board	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.6 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2024, Report to Board]			MET -- Results reported The state's self-reflection tool reflected an average rating of 4.5 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2027, Report to Board]	
1.8	Access to a Broad Course of Study	MET -- Results reported			MET -- Results reported	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2024, Report to Board]			The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students will have access to a broad course of study. [June, 2027, Report to Board]	
1.9	iReady Reading	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 35% 33% 19% K -- 63% 64% 44% 1 -- 44% 45% 31% 2 -- 42% 42% 28% 3 -- 35% 35% 26%			Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 50% 50% 40% K -- 70% 70% 60% 1 -- 60% 60% 52% 2 -- 60% 60% 53%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4 -- 35% 34% 9% 5 -- 31% 31% 0% 6 -- 25% 21% 9% 7 -- 20% 19% 0% 8 -- 31% 26% 8% 9-12 results not reported. [2024 iReady Diagnostic 3]			3 -- 50% 50% 46% 4 -- 50% 50% 38% 5 -- 48% 48% 30% 6 -- 45% 45% 38% 7 -- 42% 42% 30% 8 -- 48% 48% 38% [2027 iReady Diagnostic 3]	
1.10	iReady Math	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 33% 31% 15% K -- 47% 45% 32% 1 -- 30% 26% 10% 2 -- 33% 33% 25% 3 -- 26% 25% 23% 4 -- 55% 53% 13% 5 -- 45% 45% 7% 6 -- 44% 41% 12%			Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 50% 50% 41% K -- 70% 70% 60% 1 -- 48% 48% 38% 2 -- 50% 50% 46% 3 -- 45% 45% 45% 4 -- 70% 70% 50% 5 -- 60% 60% 41%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7 -- 28% 28% 4% 8 -- 31% 28% 12% 9 -- 24% 21% 5% 10 -- 13% 14% 13% 11-12 results not reported. [2024 iReady Diagnostic 3]			6 -- 60% 60% 44% 7 -- 48% 48% 36% 8 -- 50% 50% 41% 9 -- 45% 45% 37% 10 -- 30% 30% 30% [2027 iReady Diagnostic 3]	
1.11	California Science Test: Percentage of Students Meeting or Exceeding Standard	All Students -- 20.3% Low Income -- 15.7% Non Low-Income -- 52.1% English Learners -- 0% Long Term English Learners -- 0% Students w/Disabilities -- 0% Hispanic -- 17.5% White -- 46.4% Asian -- 45.5% Homeless -- n/d Foster Youth -- n/d [2023 CAASPP Data]			All Students -- 35% Low Income -- 33% Non Low-Income -- 60% English Learners -- 25% Long Term English Learners -- 25% Students w/Disabilities -- 25% Hispanic -- 35% White -- 60% Asian -- 60% Homeless -- 25% Foster Youth -- 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					[2026 CAASPP Data]	
1.12	SBAC ELA: Percentage of Students Meeting or Exceeding Standard	All Students -- 43.7% Low Income -- 39.6% Non Low-Income -- 73.6% English Learners -- 13.1% Long Term English Learners -- 8.2% Students w/Disabilities -- 5.0% Hispanic -- 42.2% White -- 51.5% Asian -- 72.2% Homeless -- n/d Foster Youth -- n/d [2023 CAASPP Data]			All Students -- 50% Low Income -- 50% Non Low-Income -- 75% English Learners -- 25% Long Term English Learners -- 25% Students w/Disabilities -- 20% Hispanic -- 50% White -- 55% Asian -- 75% Homeless -- 50% Foster Youth -- 50% [2026 CAASPP Data]	
1.13	SBAC Math: Percentage of Students Meeting or Exceeding Standard	All Students -- 29.1% Low Income -- 24.0% Non Low-Income -- 58.5% English Learners -- 7.0% Long Term English Learners -- 2.0% Students w/Disabilities -- 2.5%			All Students -- 40% Low Income -- 40% Non Low-Income -- 60% English Learners -- 20% Long Term English Learners -- 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic -- 26.3% White -- 46.3% Asian -- 61.1% Homeless -- n/d Foster Youth -- n/d [2023 CAASPP Data]			Students w/Disabilities -- 15% Hispanic -- 40% White -- 50% Asian -- 65% Homeless -- 40% Foster Youth -- 40% [2026 CAASPP Data]	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified, Credentialed Teachers	The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials.	$8,838,892.00	No
1.2	Professional Development for Staff	District instructional staff will participate in targeted professional development to improve practices that uses student data to make instructional decisions, and enhance the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities, including, but not limited to, workshops, demonstration lessons, and coaching, that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include: • Science • Social Science • Math • ELA • Kagan Structures • Assessment Training/Conference • ERWC • Instructional Strategies Instructional staff will engage in regular, on-site collaboration in a Professional Learning Community (PLC). With the support of coaches, site administrators, and District staff, they will also engage in observations, coaching, and reflection on instructional improvement.	$542,274.48	Yes
1.3	Student Data and Assessment	The District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making: • Illuminate Data • Benchmarks	$128,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Self-Assessments/Rubrics • PARSEC data representations and training In order to ensure that the assessments and data are readily available for instructional staff to access for monitoring, evaluation, and targeting instruction to meet the needs of struggling students, the District will maintain an Assessment Specialist.		
1.4	Supplemental Instruction and Materials	The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss, including reading materials that will support accelerated reading improvement. The District will make decisions based on evidence. The materials and implementation strategies may include: • Instructional programs that are supplemental to the core • Supplemental English language arts support curricula • iReady math and reading • Technology to implement supplemental curricula • Staff and supplementary materials to conduct a District Reading Lab that provides intensive intervention and support for Low-Income students, English Learners, and Foster Youth who are struggling in reading, including increased instructional aide support. • Guided reading materials that are supplemental to the core reading program • Continue an Opportunities Class teacher to conduct classes that will address learning loss on a more individual basis.	$1,272,851.96	Yes
1.5	Instructional Leadership and Guidance Support	School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. In order to maintain and build effective site leadership that leads to increased academic outcomes for students and decreased inequalities in performance results between Low- Income students, English Learners, Foster Youth and the higher- performing student groups, the District will support the following activities:	$321,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Coaching, extra time, and professional learning activities for School Leadership Teams • Coaching, extra time, and professional learning activities for instructional planning, design, and support		
1.6	Early Childhood Education	The District will actively collaborate with the preschool to support the successful transition of those pupils to elementary school, including the participation of their parents and families, and those of students with exceptional needs, in preparing for the transition.	$50,901.54	No
1.7	Students with Exceptional Needs	The District will provide supplemental materials and access to technology that will support greater success in the core curriculum for Students with Disabilities. The District will also provide professional development for teachers in supporting student with exceptional needs.	$2,603,713.00	No
1.8	Extended Learning	To increase academic outcomes for students and decrease inequalities in performance results between Low Income Students, English Learners, Foster Youth and higher-performing student groups, the District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-12. that include: • Before and/or After School extended learning sessions • Tutoring • Summer School	$2,442,793.39	Yes
1.9	Improving English Language Development Instruction	All English Learners in CUSD are provided daily designated and integrated instruction and supports in English Language Development. To increase academic outcomes for students and decrease inequalities in performance results between English Learners and higher-performing student groups, the District will: • Provide teachers with professional development in ELD strategies that increase English Learner students' access to the core.	$205,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Provide teachers with professional development in ELD strategies that accelerate English Learner students' acquisition of English. - Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. - Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core. - Provide paraprofessional support for small groups and individuals - Maintain the additional ELD class at CHS to lower class size and provide greater individual attention. - Continue implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.		
1.10	Smaller Class Sizes	The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-12, in order to provide additional support to Low-Income students, English Learners, and Foster Youth.	$3,101,775.00	Yes
1.11	Access to a Broad Course of Study	The District will plan master schedules at the secondary level to ensure that Low-Income students, English Learners, Foster Youth, and students with exceptional needs have access to a broad course of study in the middle school and high school. Students in grades K-6 will participate in full curriculum that includes science, social studies, and the arts. The District is committed to making certain all students have equitable access to a broad, high-quality course of study. To that end, the District will hire and retain outstanding administrative and support staff to ensure the needs of students, teachers, and parents are met to achieve exceptional outcomes.	$7,170,175.97	No

Action #	Title	Description	Total Funds	Contributing
		District educational partners also understand the importance of engagement programs and activities to enhance the core curriculum. We will continue to engage students through clubs, athletics, programs, and any other extra- and co-curricular activities that allow pupils to become active participants in the school community.		
1.12	Required Action: Districtwide and Caruthers HS English Learner Math Achievement	The District was identified for Differentiated Assistance for English Learners for the academic indicators in ELA and Math, and Suspension rates. Additionally, the 2023 California School Dashboard Math Distance from Standard results for English Learners were in the "Very Low" performance range Districtwide and at Caruthers High, indicating a need to create a specific action to accelerate progress for English Learners. The District has chosen to focus its Differentiated Assistance efforts on improving English Learners' progress in Math. Districtwide, the Distance from Standard for English Learners in Math was 104.2 points below standard; at the High School, the results were 181.1 points below standard. These data clearly show that CHS results are having a heavy impact on causing the District's very low performance level. Consequently, we believe that addressing the performance at the High School will positively impact the Districtwide performance. The District has consulted with Fresno County Superintendent of Schools (FCSS) to use the improvement science model to address English Learner students' needs. Beginning with the Leadership team of District and FCSS staff established for Differentiated Assistance, the team is examining math data for English Learners. Additionally, the District is participating in the English Learners Networked Improvement Community (ELNIC), collaborating with other districts to enhance our understanding of systems impacting English Learners. Through shared learning, we are engaging with expert, research-based content to drive continuous improvement and foster positive outcomes for English Learners. Through the ELNIC, the District team is using Dashboard and local English Learner data to collaborate on a root cause analysis and identify a Problem of Practice, fostering a clear understanding of areas requiring	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improvement. With the expert support of the FCSS team and educators from CUSD, the team will develop a Theory of Improvement designed to guide research-based practices and improvement initiatives aimed at English Learners. Once an idea is identified, the Implementation Team, also of District and FCSS staff, will be created to monitor and adjust the initiative. Both the Leadership Team and the Implementation Team will meet monthly, using a cycle of inquiry process (Plan/Do/Study/Act) to determine the degree and effectiveness of implementation and to adjust, as necessary. After the analysis has been completed, the school's Leadership Team will identify and implement strategies to address the identified needs and this action will be updated.		
1.13	Required Action: Districtwide Students with Disabilities Math Achievement	2023 California School Dashboard Math Distance from Standard results for CUSD Students with Disabilities were in the "Very Low" performance range, indicating a need to create a specific action to accelerate progress for Students with Disabilities. The Distance from Standard in Math was 175.2 points below standard. The District has consulted with Fresno County Superintendent of Schools (FCSS) to use the improvement science model to address the Math needs of our Students with Disabilities. Beginning with the Leadership team of District and FCSS staff established for Differentiated Assistance, the team will continue to examine math data for those students. Subsequently, we will collaborate on a root cause analysis and identify a problem of practice, then look at ideas to address the problem. Once an idea is identified, an Implementation Team, also of District and FCSS staff, will be created to monitor and adjust the initiative. Both the Leadership Team and the Implementation Team will meet monthly, using a cycle of inquiry process (Plan/Do/Study/Act) to determine the degree and effectiveness of implementation and to adjust, as necessary.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		After the analysis has been completed, the District's Team will collaborate with the schools' Leadership Teams to identify and implement strategies to address the identified needs and this action will be updated.		
1.14	Addressing the Needs of Long-Term English Learners	CUSD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. School leadership will begin by identifying which students are LTEL and informing teachers, so they are aware that the students may require differentiated learning strategies. School and District staff time will be allocated to examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Time will also be allocated so possible root causes can be identified and ideas evidence-based strategies to address those causes can be shared. Teachers and site administrators participating in the ELNIC will share learning that can support the efforts of their peers. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the data analysis, per collaboration, and professional development, classroom teachers can provide targeted instructional support based on those needs regularly monitoring progress. Through the parent workshops and other engagement activities described in Goal 2, teachers and administrators can provide parents and families with information and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP.	$7,000.00	Yes
1.15	Provide Improved Excellent Instruction	In order to continue prior gains in students' learning, and to address the inequalities that continue to exist, the District needs to be able to have a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth.	$1,188,467.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will offer competitive salaries that will enable us to hire and retain high-quality and well-trained instructional staff.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain a safe and healthy school environment while providing opportunities that develop positive character.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

With the exception of suspension rates, the 2023 indicators and data associated with Goal 2, and results from Spring, 2024, surveys show that the actions in this goal have been effective and warrant continuation. Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. We were pleased to see that our efforts to address the former "Very High" rates were successful for Low-Income students, English Learners, and Students with Disabilities. Inasmuch as the actions in which we engaged to address Chronic Absenteeism have been successful, we will continue those in the 2024-25 school year.
 We were pleased to see in the Spring, 2024, survey results that the increases in percentages of students who responded that they feel safe at, and connected to school were maintained from the prior year. The percentage who feel safe was 85.2%; and those feeling connected increased from 80.6% to 82.7%. Since our ultimate goal is for every student to feel safe and belonging at school, we will continue our culture and climate actions described in Goal 2. Due to extra efforts by the District to encourage participation, almost twice as many parents responded to surveys in 2024. The percentage of parents who responded that they feel welcome at their children's schools was still strong at 80%. The percentage of parents who feel their children are safe at school was 87.5%. All teachers responded that they feel safe at school, and 96% feel connected to their schools.
 Results for the Family Engagement instrument showed a sustained rating of 4.1 (on a scale of 1 to 5) for family engagement responses.
 Suspension rates for increased slightly for All Students and all other groups, with the exceptions of Students with Disabilities and Asian

students. Low-Income students, English Learners, Foster Youth, and Homeless were suspended at higher rates than the overall rate, and more than twice that of non-Low-Income students. Educational partners continue to express concerns that many students at all grade levels needed to are still exhibiting in-school behaviors that are more like the relaxed behaviors they might practice at home. Partners also continue to voice concerns that motivation is lacking among many older students at the middle and high school levels. Staff Educational Partners suggested that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students could be effective in lowering suspension rates by keeping students active and engaged. This suggestion has been added to Action 2.3.

A positive learning environment, coupled with positive relationships among peers and between students, staff, and families, are critical to students' success. As The Education Trust has noted, " Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning." The actions described under this goal are all designed to achieve the purposes of maintaining a positive climate and building strong, supportive relationships. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions.

Required Actions
- Chronic Absenteeism for Overall population, Low-Income students, English Learners, and Hispanic students -- Monroe Elementary. (Action 2.6)
- English Learner Suspension Rate -- Districtwide and Caruthers High. (Action 2.7)
- Foster Youth Suspension Rate -- Districtwide (Action 2.8)
- Homeless Students Suspension Rate -- Districtwide. (Action 2.7)
- White Students Suspension Rate -- Caruthers Elementary. (Action 2.9)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate	94.8% [2023-24 AERIES District Attendance Calculations]			97% [2026-27 AERIES District Attendance Calculations]	
2.2	California School Dashboard: Chronic Absenteeism	Overall -- 13.8% Hispanic -- 13.4% Asian -- 14.3% White -- 16.3% Low-Income -- 14.7%			Overall -- 8% Hispanic -- 8% Asian -- 8% White -- 10% Low-Income -- 8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -- 11.8% SWD -- 30.3% Foster Youth -- 52.9% Monroe Elementary: Overall -- 41.9% Low-Income -- 40.7% English Learners -- 35.7% Hispanic -- 39.8% [2023 California School Dashboard]			EL -- 6% SWD -- 10% Foster Youth -- 10% Monroe Elementary: Overall -- 15% Low-Income -- 15% English Learners -- 10% Hispanic -- 15% [2026 California School Dashboard]	
2.3	California School Dashboard: Suspension Rate	Overall -- 5.2% Hispanic -- 5.2% Asian -- 2.2% White -- 6.8% Low-Income -- 5.6% EL -- 5.9% SWD -- 1.7% Homeless -- 10.7% Foster Youth -- 8.7% Caruthers High: English Learners -- 8.9% Caruthers Elementary: White -- 6.1% [2023 California School Dashboard]			Overall -- 4% Hispanic -- 4% Asian -- 2% White -- 4% Low-Income -- 4% EL -- 4% SWD -- 1% Homeless -- 4.5% Foster Youth -- 4.5% Caruthers High: English Learners -- 4% Caruthers Elementary: White -- 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					[2026 California School Dashboard]	
2.4	Parent Engagement: Results of the State's Self- Reflection Tool Reported to the CUSD Governing Board	MET -- Results reported The state's self-reflection tool reflected an average rating of 4.1 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [June, 2024, Report to the CUSD Governing Board]			MET -- Results reported The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [June, 2027, Report to the CUSD Governing Board]	
2.5	High School Dropout Rate	2.2% [2022-23 DataQuest Four- Year Adjusted Cohort Outcome]			0% [2025-26 DataQuest Four-Year Adjusted Cohort Outcome]	
2.6	Middle School Dropout Rate	0% [CALPADS, 2022-23]			0% [CALPADS, 2025-26]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Expulsion Rate	0% [DataQuest, 2022-23 Expulsion Rate]			0% [DataQuest, 2025-26 Expulsion Rate]	
2.8	School Climate Survey: % of Students Feeling Connected to School	MET -- Results reported 82.7% of students responding felt connected to their school(s) [June, 2024, Report to the CUSD Governing Board]			MET -- Results reported 90% of students responding will feel connected to their school(s) [June, 2027, Report to the CUSD Governing Board]	
2.9	School Climate Survey: % of Students Feeling Safe at School	MET -- Results reported 85.2% of students responding felt safe at their school(s) [June, 2024, Report to the CUSD Governing Board]			MET -- Results reported 90% of students responding will feel safe at their school(s) [June, 2027, Report to the CUSD Governing Board]	
2.10	School Climate Survey: % of Parents Feeling Connected to School and Their Children Feel Safe at School	80.0% of parents responding felt welcome at their school(s).			90% of parents responding felt welcome at their school(s).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		87.5% of parents responding felt their child(ren) were safe at school(s). [2024 Spring Survey Data]			90% of parents responding felt their child(ren) were safe at school(s). [2027 Spring Survey Data]	
2.11	School Climate Survey: % of Teachers Feeling Connected to School and Safe at School	100% of teachers responding felt safe at their school(s). 96% of teachers responding felt connected to their school(s). [2024 Spring Survey Data]			100% of teachers responding will feel safe at their school(s). 100% of teachers responding will feel connected to their school(s). [2024 Spring Survey Data]	
2.12	Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score.	MET -- Results reported All sites "Good" or better [Reported to the CUSD Governing Board, June, 2024]			MET -- Results reported All sites "Good" or better [Reported to the CUSD Governing Board, June, 2027]	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1		The District will actively engage parents and families in their children's learning. Family Liaisons will also help the District to provide services and support to Low-Income students, Foster Youth and homeless students. Through the following programs, the District will principally target the engaged and continuous participation of parents of Low-Income Students, English Learners, Foster Youth, including students with exceptional needs: • Parent Programs • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings • Family Liaisons The District received a Community Schools planning grant and will continue a Coordinator to engage the families and the community in writing	$1,287,098.80	No

Action #	Title	Description	Total Funds	Contributing
		the implementation grant proposal.		
2.2	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate.	$3,635,216.00	No
2.3	School Culture and Social Behavior	The District will create school environments that welcome and support all of our student populations by: • Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low Income Students, English Learners, and Foster Youth in grades TK- 12. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning SEL) skills that support a positive climate for learning and work. • Regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. • Establish incentives for attendance. • Create an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students. • Provide full-time LVN support for students in addition to what is legally required.	$595,752.58	Yes
2.4	Transportation for Easier School Access	The District will provide additional transportation for students who reside inside the "walking zone," an area between a 1.5 and a .5 radius of school. It will provide an additional 61 stops and a reduced walking distance of half a mile from the school site.	$939,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Expanded Access to Recreation Spaces	The District will construct a multi-purpose building at Caruthers Elementary School that will include indoor spaces for greater access for Low-Income students to sports, extra-curricular activities, co-curricular activities, safe spaces for counseling, and space to enhance parents' participation in school activities.	$750,000.00	Yes
2.6	Required Action: Chronic Absenteeism Rates for Monroe Elementary Students (Overall, Low-Income, English Learners, and Hispanic Students)	2023 California School Dashboard Chronic Absenteeism results for Monroe Elementary School were at the "Very High" performance level for Overall, Low-Income, English Learners, and Hispanic Students. To address this issue, a specific action or actions to address those will be included in the LCAP. The District has conduct an analysis and determined that the school has not provided opportunities for independent study for extended absences, and has not established a process for tracking attendance during the school year. This has impacted the Chronic Absenteeism rates for all groups. The District will provide Monroe School students with the opportunity to avail themselves of the current independent study policy and communicate with parents about their child's educational options. Principal and staff will regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. The school will also establish incentives and recognition for attendance. We expect this action to lower Chronic Absenteeism rates Overall, and for Low-Income, English Learners, and Hispanic Students.	$5,000.00	No
2.7	Required Action: Suspension Rate for English Learners and Homeless Students	2023 California School Dashboard Suspension Rate results were at the "Very High" performance level for English Learners at Caruthers High and Districtwide, and "Very High" for Homeless students districtwide. To address this issue, a specific action or actions to address those rates will be included in the LCAP.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The District has conduct an analysis and determined that the results for Caruthers High are the reason that the District's results are at the "Very High" performance level for English Learners and for Homeless students, so lowering the CHS rates for both will have the same result for the District, and a single action will impact both. The analysis also showed that a primary cause of the increase in suspension rates for English Learners and Homeless students was the use of vapes at school, and students being suspended at the first offense. To address these circumstances, Caruthers High will implement a process of referrals to a mandatory counseling program on the first offense without suspension. The goal will be to educate the students on the dangers of vaping and strategies to resist peer pressure. As a result, we expect a decline in suspension rates for English Learners and Homeless students.		
2.8	Required Action: Suspension Rates for Foster Youth	2023 California School Dashboard District Suspension Rate results were at the "Very High" performance level for Foster Youth. To address this issue, a specific action or actions to address those students will be included in the LCAP. In looking at the data, the District has determined that the increase from 0% to 8.7% was the result of vaping on campus and students being suspended at the first offense. To address these circumstances, Caruthers High and Caruthers Elementary will implement a process of mandatory referrals to counseling on the first offense without suspension. The goal will be to educate the students on the dangers of vaping and strategies to resist peer pressure. As a result, we expect a decline in suspension rates for Foster Youth.	$500.00	No
2.9	Required Action: Suspension Rates for White Students	2023 California School Dashboard Suspension Rate results for Caruthers Elementary School were at the "Very High" performance level for White Students. To address this issue, a specific action or actions to address those students will be included in the LCAP.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		In looking at the data, the District has determined that the increase of 2.8% was the result of violent incidences with no injury, and we have taken action to address those reasons. The students who participated receive check-ins to monitor behaviors and counseling, when necessary, to explore non-violent solutions to confrontations, or to avoid confrontations altogether. These efforts will continue to be implemented in order to prevent and/or address any future incidents. As a result, we expect a decline in suspension rates for White students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Guide and prepare all students, including Low-Income students, English Learners, and Foster Youth students, for post-secondary opportunities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We were pleased to see that the action under this goal showed gains on most indicators. On the Early Assessment Program (EAP) results, there were greater-than-doubled increases in the percentages of All Students, Low-Income students, and Hispanic students scoring "Ready" for college ELA. However, the lack of English Learners meeting that standard remains a cause for concern. Despite the increases, inequalities in percentages of 11th grade students scoring "Ready" in the EAP (exceeding standard on SBAC) are clearly apparent between Low-Income students and non-Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Also clearly seen are inequalities between English Learners, Students with Exceptional Needs and overall results in both subject areas.

Overall, and for all groups, there were significant increases in Graduation Rates from 2022. Results for All Students, Low-Income students, and Hispanic students were all in the "Very High" performance level. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that our English Learners are poised for continued success. The grad rate for Students with Disabilities increased by 55.6%.
Included in the 2023 graduation cohort were 26.7% of graduates with Golden State Merit Seal diplomas.

There were also increases in A-G completion rates from 2022. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that an increasing number of English Learners are prepared for enrollment in university.

Because of the successful results on the above indicators, we plan to continue this goal and Action 3.1 for the 2024-25 LCAP.

Studies completed by the Alliance for Excellent Education found that a U.S. 90% high school graduation rate would result in 250,000 additional graduates, $3.1 billion in increased income, $664 million in tax revenues, $16.1 billion in health care savings, $5.7 billion in economic growth, and more than 14,000 new jobs. In short, the positive impacts are enormous for Caruthers USD students who successfully complete high school prepared for college and career. The actions described under this goal are all designed to achieve high rates of high

school graduation and planning for post-secondary success. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduating seniors will have confirmed plans of enrollment in one of the following: college, university, vocational program, or military	All Students – 89% Hispanic – 92% Low-Income – 90% The percentages for other groups were too low to report. [2024 District Data]			All students -- 100% Hispanic -- 100% Low-Income -- 100% [2027 District Data]	
3.2	Early Assessment Program (EAP): % PUPILS SCORING "READY" on SBAC ELA Assessments	All Students: 28.83% Low-Income: 24.83% English Learners: 0% Hispanic: 27.15% Students with Disabilities: 0% White: N/R Percentages are not reported (N/R) for groups with less than 11 students. [DataQuest, SBAC ELA Assessments, 2022-23]			All Students: 40% Low-Income: 40% EL: 25% Hispanic: 40% Students with Disabilities: 20% White: 40% [DataQuest, SBAC ELA Assessments, 2025-26]	
3.3	Early Assessment Program (EAP):	All Students: 1.23% Low-Income: 0% English Learners: 0%			All Students: 10% Low-Income: 10% EL: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% PUPILS SCORING "READY" on SBAC Math Assessments	Hispanic: 0% Students with Disabilities: 0% White: N/R [DataQuest, SBAC Math Assessments, 2022-23]			Hispanic: 10% Students with Disabilities: 5% White: 10% [DataQuest, SBAC Math Assessments, 2025-26]	
3.4	A-G Completion Rate	All students ~ 51.4% Low-Income ~ 49.4% English Learners -- 28.9% Hispanic ~ 50.9% White ~ 58.3% Students with Disabilities -- 16.7% Asian ~ NR [2023 Dashboard Additional Report]			All students ~ 65% Low-Income ~ 65% English Learners -- 50% Hispanic ~ 65% White ~ 65% Students with Disabilities -- 40% Asian ~ 65% [2026 Dashboard Additional Report]	
3.5	Graduation Cohort CTE Pathway Completion Rate	All students ~ 61.3% Low-Income ~ 59.9% English Learners -- 50.0% Hispanic ~ 61.5% White ~ 58.3% Students with Disabilities -- 50.0% Asian ~ N/R [2023 Dashboard Additional Report]			All students ~ 65% Low-Income ~ 65% English Learners -- 65% Hispanic ~ 65% White ~ 40% Students with Disabilities -- 35.0% Asian ~ 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					[2026 Dashboard Additional Report]	
3.6	Combined A-G and CTE Completion Rate	All students ~ 34.8% Low-Income ~ 32.6% English Learners -- 18.4% Hispanic ~ 34.2% White -- 41.7% Students with Disabilities -- 16.7% [2023 Dashboard Additional Report]			All students ~ 40% Low-Income ~ 40% English Learners -- 30% Hispanic ~ 40% White -- 45% Students with Disabilities -- 30% [2026 Dashboard Additional Report]	
3.7	Advanced Placement Exams: % of pupils scoring 3 or higher	21.0% [2023 AP College Board]			40% [2026 AP College Board]	
3.8	California School Dashboard: High School Graduation Rate	All students~ 96.7% Low-Income ~ 96.5% English Learners ~ 92.1% Hispanic~ 96.3% White~ 100% Students with Disabilities -- 88.9% All other student groups had numbers too low to report. [2023 California School Dashboard]			All students~ 98% Low-Income ~ 98% English Learners ~ 98% Hispanic~ 98% White~ 100% Students with Disabilities -- 90% [2026 California School Dashboard]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	California School Dashboard: College and Career Indicator % of Students "Prepared"	All students ~ 47.0% Low-Income ~ 44.8% English Learners – 23.7% Hispanic ~ 46.0% White ~ 50.0% Students with Disabilities – 16.7% Results for some groups not reported due to small numbers. [2023 California School Dashboard]			All students~ 60% Low-Income ~ 60% English Learners – 45% Hispanic~ 60% White~ 60.0% Students with Disabilities – 35% [2026 California School Dashboard]	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College & Career and Post-Secondary Education	To achieve its goal of guiding and preparing all students, including Low-Income students, English learners, and Foster Youth for post-secondary opportunities, the District will provide: • Increased access to counseling services for Low Income Students, English Learners, and Foster Youth at the high school • Increased academic guidance and academic opportunities to participate in a broad course of study in preparation for post-secondary eligibility to better meet the needs of Low Income Students, English Learners, and Foster Youth. • Monitoring of Low Income Students, English Learners, Foster Youth progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation. • Provide American Sign Language as a CTE class to increase the employability of our Low-Income students post graduation. • College and career field trips for Low Income Students, English Learners, and Foster Youth in grades 7th-12th • FASFA and Dream Act workshops for Low Income Students, English Learners, and Foster Youth • College prep workshops for Low Income Students, English Learners, and Foster Youth • Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes • PSAT fees • A CTE/ROP Coordinator to support Low Income Students, English Learners, and Foster Youth in completing pathways • A High School Migrant Counselor who assists parents with EL and Low-Income Migrant program activities, recruit for	$2,185,481.36	Yes

Action #	Title	Description	Total Funds	Contributing
		migrant conferences and events • Low Income Students, English Learners, and Foster Youth parents' conferences regarding: student academic progress, post-secondary plans, and personal needs • Continued implementation of a plan for student tutors to support Low Income Students, English Learners, and Foster Youth • Hire and College and Career Readiness Coordinator to oversee and coordinate implementation of all elements of this action. • Hire a Careers in Education instructor to guide students in that pathway. • Chromebooks will be purchased for all incoming freshmen.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026-2027 school year, the percentage of MARC High students are placing at the "Prepared" level on the College and Career Indicator from the California School Dashboard will increase to 10% or greater.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

For the 2024-25 school year, MARC High has been identified as eligible for Equity Multiplier funding. Currently, no MARC High students are placing at the "Prepared" level on the College and Career Indicator from the California School Dashboard. Goal 4 has been created as a focus goal to describe how those funds will be used to increase the percentage of students placing at that level.

Educational Partners agree that it would benefit the students enrolled in MARC High to fulfill the academic and/or CTE requirements for "Prepared" status on the indicator.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Dashboard College and Career Indicator % of students "Prepared"	All students~ 0% [2023 California School Dashboard]			All students~ 10% [2026 California School Dashboard]	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CTE Pathways	MARC High will research opportunities and then implement them to expand CTE course offerings. Many CTE courses emphasize project-based learning, where students work on hands-on projects related to their chosen career pathways. These projects often require students to apply learned skills in authentic ways, such as conducting research, analyzing data, writing reports, or presenting findings. Engaging in these activities reinforces and deepens students' understanding of the opportunities for post-secondary careers. Once the opportunities/activities are identified, the action will be updated.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Project Based Learning Activities	MARC HIGH will research and then implement project based learning activities through a combination of project and community-based projects. MARC High will actively engage students in their learning journey, fostering meaningful connections between academic content and real-world applications. By integrating these dynamic approaches, we aim to not only enrich students' educational experiences but also to drive tangible improvements in the number of students completing CTE pathways. Once the opportunities/activities are identified, the action will be updated.	$30,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,475,669	$958,426

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
40.220%	2.665%	$451,613.47	42.885%

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
1.2	**Action:** Professional Development for Staff **Need:** "Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the	District instructional staff will participate in targeted professional development to improve practices that uses student data to make instructional decisions, and enhance the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities, including workshops, demonstration lessons, and coaching, that support the design	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard

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
	overall student achievement. The inequality between English Learners and All Students increased from 2022 to 2023. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed Low-Income students again just short of keeping pace with All Students in ELA and Math, but not closing ground. English Learners experienced a significant decline in Math performance compared to the prior year. Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low- income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math.	and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Instructional staff will engage in regular, on-site collaboration in a Professional Learning Community (PLC). With the support of coaches, site administrators, and District staff, they will also engage in observations, coaching, and reflection on instructional improvement. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to provide staff a broader and more effective "toolkit" to differentiate instruction and meet the the identified needs of their students. The collaboration among teachers in their PLCs will enhance the effective use of data to identify areas in which students are progressing well, and those in which progress is not occurring. Collaboration will also be a forum for sharing ideas for addressing students' needs to target concerns for discrete student groups. Demonstration lessons and coaching will present and examine instructional practices in "real time", allowing teachers to adjust and improve more quickly to meet their students; needs. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- SBAC ELA: Percentage of students assessed meeting or exceeding standard - SBAC Math: Percentage of students assessed meeting or exceeding standard - ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency - Reclassification Rate

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
	The above data raise cause for concern with the progress of English Learners. At the same time, there are data that suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.6% of our English Learners are making a year or more growth in acquiring English language skills, an improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%. Data described in the "Reflections" section of this plan suggest that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments.

An analysis of local conditions determined that the District needed to provide staff with a broader and more effective "toolkit" to differentiate instruction and meet the the identified needs of their students, including decoding, literacy skills, academic vocabulary, reading comprehension, and mathematical rules and operations to be able to address the inequalities in learning outcomes in ELA, ELD, and Math reflected in the data described above.

Additionally, the 2024 District survey of teachers indicate that Next-Generation Science Standards and History/Social Studies | | |

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
	are the areas in which teachers feel more training and support are needed. District teachers assessed the implementation of state standards at 3.6 points out of 5, equivalent to beyond initial implementation and not yet reaching high implementation. **Scope:** LEA-wide		
1.3	**Action:** Student Data and Assessment **Need:** "Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased from 2022 to 2023. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed Low-Income students again just short of keeping pace with All Students in ELA and Math, but not closing ground. English Learners experienced a significant decline in Math performance compared to the prior year.	The District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making: • Illuminate Data • Benchmarks • Self-Assessments/Rubrics • PARSEC data representations and training The District will maintain an Assessment Specialist. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because it will build the capacity of the instructional staff to collect, analyze, and effectively use data about our students to meet their academic and other needs. The fundaments of Professional Learning Communities that are organized to create better outcomes for students are collecting the right data and using it well to plan. This will enable our teachers to plan instruction based on effective practices that use data to target the needs of our Low-Income students, English Learners, and Foster Youth. The Assessment Specialist will	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative

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
	Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low- income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math.

The above data indicate that the District is making progress, but a more systematic approach in analyzing data remains a need. Implementation of the data systems and analyzing data from supplemental materials to assess the effectiveness of various supplemental programs in decreasing inequalities between Low-Income students, English Learners, and Foster Youth and their non-Low Income peers and the overall population remains a work-in-progress. Additional training and easier access to data should remove barriers to in-depth analysis and interpretation of the data so teachers can better use it to inform instruction. | ensure that the assessments and data are readily available for instructional staff to access for monitoring, evaluation, and targeting instruction to meet the needs of struggling students. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. As an additional modification, disaggregated iReady data will be added as a metric to measure the impact on the academic progress of Low-Income students, English Learners, and Foster Youth.

In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | Assessment: Rate of English Learner Students Making Progress toward English Proficiency
• iReady Reading
• iReady 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		
1.4	**Action:** Supplemental Instruction and Materials **Need:** "Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased from 2022 to 2023. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed Low-Income students again just short of keeping pace with All Students in ELA and Math, but not closing ground. English Learners experienced a significant decline in Math performance compared to the prior year. Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non-low- income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages.	The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss, including reading materials that will support accelerated reading improvement. The District will make decisions based on evidence. The materials and implementation strategies may include: • Instructional programs that are supplemental to the core • Supplemental English language arts support curricula • iReady math and reading • Technology to implement supplemental curricula • Staff and supplementary materials to conduct a District Reading Lab that provides intensive intervention and support for Low-Income students, English Learners, and Foster Youth who are struggling in reading, including increased instructional aide support. • Guided reading materials that are supplemental to the core reading program • Continue an Opportunities Class teacher to conduct classes that will address learning loss on a more individual basis. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

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
	Though we can not disaggregate the "Distance from Standard' data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. Data from state assessments suggests that learning loss from the pandemic continues to impact student achievement. Examining the state assessment data for Low-Income students, the area that was most challenging in ELA was "Communicating in Writing", where 37% were below standard, and only 9.4% above. Similar results were displayed in "Understanding the stories and information they read", particularly in the area of non-fiction. Looking at Math results, Low-Income students struggled most in the areas of "Using mathematical rules and ideas", with 45.6% scoring at Below Standard, and in "Showing and applying their problem-solving skills" with 41.9% below standard. Reviewing the state assessment data for English Learners, the largest assessed grade levels were 5th and 11th. Between both grade levels, more than 70% were below grade level in "Concepts and Procedures". Fifth graders	designed to address their identified needs in math and ELA. Diagnostic information from iReady and other assessments and data sources described in Action 1.3 will be used to identify specific student areas of need for intervention and support. Teachers' collaboration described in Action 1.2 will be an opportunity to share results and assist each other in identifying the supplemental materials and instruction that provide the best opportunities for improvement within the classroom, including guided reading materials for group or individual intervention. For those students who are experiencing the greatest struggles in reading progress, the District Reading Lab teacher will provide intensive intervention and support. The Opportunities Class teacher will conduct classes that will address diagnosed learning gaps in a more individualized manner, again using the supplemental materials identified as most likely to meet the student's need. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. As an additional modification, disaggregated iReady data will be added as a metric to measure the impact on the academic progress of Low-Income students, English Learners, and Foster Youth. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- iReady Reading - iReady Math - Educational Partner Feedback

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
	also struggled greatly with "Problem Solving and Modeling and Data Analysis", while 65% of 11th graders were below grade level in "Communicating Reasoning". Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. The state data show that for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. These results confirm the need to provide additional supports for reading and math, including the Reading Lab, and iReady, that provides diagnoses and recommendations for reteaching and support.

92% of parents responded that the school promotes academic success for all students, and that the school is on a good track this year with the quality of instruction and rigor increased.

Scope:
  LEA-wide | | |
| **1.5** | **Action:** Instructional Leadership and Guidance Support | School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. In order to | • California School Dashboard: ELA Distance from Standard |

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: "Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased from 2022 to 2023. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed Low-Income students again just short of keeping pace with All Students in ELA and Math, but not closing ground. English Learners experienced a significant decline in Math performance compared to the prior year. Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non Low-Income students, we can infer with confidence that a similarly significant inequality exists in that metric. Though the numbers are too small to allow them to be reported, we know from	maintain and build effective site leadership that leads to increased academic outcomes for students and decreased inequalities in performance results between Low- Income students, English Learners, Foster Youth and the higher- performing student groups, the District will support the following activities: • Coaching, extra time, and professional learning activities for School Leadership Teams • Coaching, extra time, and professional learning activities for instructional planning, design, and support This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because it will build the capacity of the Principal and other staff to guide the collection, analysis, and effective use of data about our students to meet their academic and other needs, as research confirms that school leadership has a significant impact on the quality of instruction that occurs at a school. Higher quality first instruction will better address needs of our students in ELA, Math, and ELD. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Reclassification Rate

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
	experience that our Foster Youth also experience these academic inequalities. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. At the same time, there are data that suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.6% of our English Learners are making a year or more growth in acquiring English language skills, an improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%. Data described in the "Reflections" section of this plan suggest that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments. It is our experience that school leadership has a significant impact on the quality of instruction that occurs at a school. In Coherence, Dr. Michael Fullan described the importance of the school principal as "lead learner" in motivating and guiding teachers to professional study and improvement. In a 2021 study published by the Wallace Foundation, authors Jason A. Grissom, Anna J. Egalite and Constance A. Lindsay found that "An effective principal'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
	impact is stronger and broader than previously thought, making it "difficult to envision" a higher return on investment in K-12 education than the cultivation of high-quality school leadership." Investments in our principal's professional learning, and also building the leadership capacity of other staff as a succession plan will be a boon to our Low-Income students, English Learners, and Foster Youth. Certificated and parent Educational partners cited school leadership as a positive for the District. **Scope:** LEA-wide		

1.8	**Action:**
	Extended Learning
	
	Need:
	"Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased from 2022 to 2023. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups.
		To increase academic outcomes for students and decrease inequalities in performance results between Low Income Students, English Learners, Foster Youth and higher-performing student groups, the District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-12. that include:
		  • Before and/or After School extended learning sessions
		  • Tutoring
		  • Summer School
		
		Across grades K–12, increased learning time programs had a small but statistically significant
			• California School Dashboard: ELA Distance from Standard
			• California School Dashboard: Math Distance from Standard
			• SBAC ELA: Percentage of students assessed meeting or exceeding standard

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
	However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed Low-Income students again just short of keeping pace with All Students in ELA and Math, but not closing ground. English Learners experienced a significant decline in Math performance compared to the prior year. Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non Low-Income students, we can infer with confidence that a similarly significant inequality exists in that metric. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. Data from state assessments suggests that learning loss from the pandemic continues to impact student achievement. Examining the state assessment data for Low-Income students, the area that was most challenging in ELA was "Communicating in Writing", where 37% were below standard,	positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self- reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. Expanded learning time after-school, after-school tutoring, and in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English Learners will receive additional English language development opportunities. Enrichment classes will build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement. The progress of students participating in expanded learning programs will be more closely followed through data collection and review, and concerns with students' progress shared promptly with parents, along with suggestions for help at home. We expect that academic outcomes for Low-Income students, English Learners, and Foster Youth will be improved by supporting a more effective use of extended learning opportunities for students' success by honing in on progress indicators to judge its effectiveness, especially for English Learners. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. As an additional modification, disaggregated iReady data will be added as a metric to measure the impact on the academic progress of Low-Income students, English Learners, and Foster Youth.	- SBAC Math: Percentage of students assessed meeting or exceeding standard - ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency - Reclassification Rate - iReady Reading - iReady 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
	and only 9.4% above. Similar results were displayed in "Understanding the stories and information they read", particularly in the area of non-fiction. Looking at Math results, Low-Income students struggled most in the areas of "Using mathematical rules and ideas", with 45.6% scoring at Below Standard, and in "Showing and applying their problem-solving skills" with 41.9% below standard. Reviewing the state assessment data for English Learners, the largest assessed grade levels were 5th and 11th. Between both grade levels, more than 70% were below grade level in "Concepts and Procedures". Fifth graders also struggled greatly with "Problem Solving and Modeling and Data Analysis", while 65% of 11th graders were below grade level in "Communicating Reasoning". Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. The state data show that for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. The data indicated that, despite gains for unduplicated pupils, our Low-Income students, English Learners, and Foster Youth still struggle with the basics of English	In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

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
	Language Arts and Math. In order to close the identified inequalities in those areas, they need the gift and the benefit of additional time. Extended learning time will extend the opportunities to address the basics where they continue to struggle. For English Learners, the additional need is more time to hear and practice the academic language that is required to be successful in the content areas. They, too, need the gift of time. **Scope:** LEA-wide		
1.10	**Action:** Smaller Class Sizes **Need:** "Distance from Standard" results show that while there were performance gains by all groups in ELA, with the exception of English Learners, inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased from 2022 to 2023. Low-Income students were just short of keeping pace with All Students in ELA, but did not close ground. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed Low-Income students again just short of keeping	The District will provide staffing to maintain smaller class sizes in 4th through 12th grades. By providing smaller class sizes in grades 4-12, we expect that our English Learners, Foster Youth, and Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that "A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes." Based on research, and in our experience, having smaller class sizes allows teachers and instructional aides to provide extra, more individualized support to students in math to support acceleration is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small	- California School Dashboard: ELA Distance from Standard - California School Dashboard: Math Distance from Standard - ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency - Reclassification Rate - SBAC ELA: Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pace with All Students in ELA and Math, but not closing ground. English Learners experienced a significant decline in Math performance compared to the prior year. Inequalities in percentages of students meeting or exceeding standard are clearly apparent between Low-Income students and non Low-Income students in both ELA and math, evidence that compounds the difference between Low-Income and overall percentages. Though we can not disaggregate the "Distance from Standard' data for non Low-Income students, we can infer with confidence that a similarly significant inequality exists in that metric. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. At the same time, there are data that suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.6% of our English Learners are making a year or more growth in acquiring English language skills, an improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%. Data	group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. ELA and math data show positive outcomes for Low-Income students from this action during the past two years of implementation. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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
	described in the "Reflections" section of this plan suggest that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments. The data cited in the "Reflections" section show that the efforts that the District has undertaken in this action have had a positive effect for Low-Income students and should be continued. While no data are reported for Foster Youth due to privacy concerns, we believe that the actions have had a similar impact on their achievement. Because the data for English Learners does not show the expected improvements, modification will be made to this action to improve those results by bringing more focus to the needs of EL as the action is implemented. In order to close the identified inequalities in those areas, Low-Income students, English Learners and Foster Youth need more targeted and individual supports that can be provided by smaller class sizes. Smaller class sizes will result in more teacher time available to unduplicated pupils who continue to struggle. For English Learners, the additional attention and targeted small group instruction possible with smaller class sizes can result in increased learning in the content areas and maintain reclassification rate gains. **Scope:** LEA-wide		

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
1.15	**Action:** Provide Improved Excellent Instruction **Need:** "Distance from Standard" results show that there were performance gains by all groups in ELA, with the exception of English Learners. Inequalities persist in the achievement of Low-Income students and English Learners when compared to the overall student achievement. Results in Math were similar for most groups. However, English Learners experienced a significant decline in Math performance. The percentages of students "Meeting or Exceeding Standard" in ELA showed better results compared to the "Distance from Standard" for English Learners. Low-Income students were, again, just short of keeping pace with All Students in ELA and Math, but did not close ground. As with "Distance from Standard" results, English Learners experienced a significant decline in Math performance compared to the prior year. While disaggregated data are not provided for Foster Youth, feedback from school staffs confirm that Foster Youth are experiencing academic inequalities similar to those of our Low-Income students. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups. The 2024 mid-year iReady data confirm what the 2023 state assessment data indicate, that inequalities persist in the achievement of Low-	In order to hire and retain high-quality, and well-trained instructional staff, the District will offer competitive salaries. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff, and maintain reclassification rate gains. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results because high-quality, stable, instructional staff that are able to learn and build on prior learning, become increasingly self-efficacious, and can implement initiatives over time with integrity. The "Teacher Retention Data: Average Yearly Turnover" will be annually reported in the Annual Update to this action. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- California School Dashboard: ELA Distance from Standard - California School Dashboard: Math Distance from Standard - SBAC ELA: Percentage of students assessed meeting or exceeding standard - SBAC Math: Percentage of students assessed meeting or exceeding standard - Reclassification Rate - California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency - Teacher Retention Data: Average Yearly Turnover - Educational Partner Feedback

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
	Income students and English Learners when compared to the overall student achievement. The above data raise cause for concern with the progress of English Learners in ELA and Math. At the same time, there are data that suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that less than 53.6% of our English Learners are making a year or more growth in acquiring English language skills, and improvement of 8.0% points from the prior year, and in the "High" performance level. The reclassification rate was again in double digits, increasing from 14.1% to 14.4%. We believe that the gains in the percentage of English Learners making progress in the ELPI, and the continuing double-digit reclassification rate demonstrates that we are on the right track. Data described in the "Reflections" section suggest that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments. In order to continue these gains, and to address the inequalities that continue to exist, the District needs to be able to have a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they		

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
	remain employed by the District. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth. A survey of local conditions has shown an increasing trend for teachers to leave for nearby districts after a few years in CUSD, or for prospective teachers to refuse job offers to sign with neighboring districts. Generally cited as a primary reason for these actions is the opportunity to make a significantly higher salary and still stay in the area. In order to understand this trend, the District conducted a study of salaries in 16 Fresno County LEAs, including CUSD. Based on daily rates, we found that, in 2023-24, there were substantial differences in the daily rate teachers earned in the larger districts and the lower rate currently paid in Caruthers Unified. Data gathered for the past four years shows an average rate of 6.3 teachers leaving each year to take other teaching jobs. Over the cycle of the LCAP, this means that 19 teachers will have to be hired, trained, and establish their roles in the CUSD community. This creates instability and negatively impacts instructional continuity. Successful implementation of the LCAP actions is very difficult with that rate of turnover during the plan cycle. The District believes that it is crucial to the success of our Low-Income students, English Learners, and Foster Youth that they have a stable, high-quality, and well-trained		

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	instructional staff to be as successful as possible. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results. When our excellent, trained teachers or support staff leave for higher salaries elsewhere, or superior candidates turn down job offers for greater compensation in a neighboring district, it is students who feel the brunt, especially our Low-Income students, English Learners, and Foster Youth. It is by retaining staff that we can continue to improve the quality of instruction for our unduplicated pupils. **Scope:** LEA-wide		
2.3	**Action:** School Culture and Social Behavior **Need:** Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for Low-Income students and English Learners. Spring, 2024, survey results showed increases in percentages of students who responded that they feel safe at, and connected to school were maintained or increased from the prior year. The percentage	The District will create school environments that welcome and support all of our student populations by: • Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low Income Students, English Learners, and Foster Youth in grades TK- 12. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching,	• California School Dashboard: Chronic Absenteeism • California School Dashboard: Suspension Rate • School Climate Survey: % of Students Feeling Connected to School • School Climate Survey: % of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	who feel safe was 85.2%; and those feeling connected increased from 80.6% to 82.7%. The percentage of parents who responded that they feel welcome at their children's schools was still strong at 80%. The percentage of parents who feel their children are safe at school was 87.5%. All teachers responded that they feel safe at school, and 96% feel connected to their schools. These results confirm the need to continue this action in order to maintain positive results in addressing Chronic Absenteeism, and feelings of school safety and connectedness among student, family, and teacher educational partners. Suspension rates increased slightly for All Students and all other groups, with the exceptions of Students with Disabilities and Asian students. Low-Income students, English Learners, Foster Youth, and Homeless were suspended at higher rates than the overall rate, and more than twice that of non-Low-Income students. Educational partners continue to express concerns that many students at all grade levels needed to are still exhibiting in-school behaviors that are more like the relaxed behaviors they might practice at home. Partners also continue to voice concerns that motivation is lacking among many older students at the middle and high school levels. Staff Educational Partners suggested that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students could be	modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. • Regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. • Establish incentives for attendance. • Create an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students. • Provide full-time LVN support for students in addition to what is legally required. We expect that this action will continue to be effective in maintaining positive results in the feelings of school safety and connectedness among student, family, and teacher educational partners, as it addresses the social-emotional needs of our students and provides help for those who are struggling. It also includes specific initiatives to address chronic absenteeism and improved attendance. As a modification, creating an elementary sports league has been added to this action. By continuing prior successful efforts, and with the addition of the sports league, we expect to also see reductions in suspension rates; students will be motivated to avoid suspensions in order to participate in the elementary sports league. Additionally, our experience has shown that students who participate in organized activities during recess and after school are more	Students Feeling Safe at School • School Climate Survey: % of Parents Feeling Connected to School and Their Children Feel Safe at School • School Climate Survey: % of Teachers Feeling Connected to School and Safe at School

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
	effective in lowering suspension rates by keeping students active and engaged. **Scope:** LEA-wide	likely to feel connected to school and less likely to engage in inappropriate behaviors in class or on the playground. Our experience has also shown that, when misbehaviors decline, teachers feel safer at school and parents feel that their children are safer there, as well. In order to maximize its impact in supporting the social-emotional needs of all students, this action is being provided on an LEA-wide basis.	
2.4	**Action:** Transportation for Easier School Access **Need:** While we saw significant reductions in Chronic Absenteeism rates, inequalities still remain between the rate for Low-Income students and the All Students rate. The rate decline for Foster Youth was not as great as expected, and the inequality between that group and others grew; they are chronically absent at a much higher rate than the Overall population. Student and parent Educational Partners have indicated that, for Low-Income students, transportation to and from school on inclement days is often not possible from family members, and students are often placed in possibly dangerous situations walking in some less-developed areas. Their attendance and engagement are impacted by the lack of available, reliable transportation.	The District will provide additional transportation for students who reside inside the "walking zone," an area between a 1.5 and a .5 radius of school. It will provide an additional 61 stops and a reduced walking distance of half a mile from the school site. We believe that this action will lower Chronic Absenteeism rates and increase attendance rates by providing more reliable transportation for Low-income and Foster Youth. In order to maximize its impact on attendance for all students, this action is being provided on an LEA-wide basis.	• California School Dashboard: Chronic Absenteeism • District Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.5	**Action:** Expanded Access to Recreation Spaces **Need:** For our Low-Income Caruthers Elementary students, there are very limited safe clean indoor spaces equipped for extracurricular and recreational play. Caruthers lacks indoor recreational areas where elementary- and middle school-aged students can participate in physical or athletic activities. To do so, students would have to travel to Fresno or another larger town, which a survey of local circumstances show is generally beyond the means of our Low-Income families. Maximizing participation and access to these activities have a direct effect on the positive school climate experienced by Low-Income students. Caruthers Elementary students are often not able to engage in drama or music productions, or hold large shows or performances due to a lack of a large-enough space. For our Low-Income students, school may be the sole place where they can experience, as performer or audience, these kinds of enriching activities; activities that also make school more engaging. For our families, the lack of larger indoor spaces at the elementary school are limiting	The District will construct a multi-purpose building at Caruthers Elementary School that will include indoor spaces for greater access for Low-Income students to sports, extra-curricular activities, co-curricular activities, safe spaces for counseling, and space to enhance parents' participation in school activities. The new building will provide space for greater sports and extracurricular and co-curricular participation for our Low-Income students that they would otherwise not have access to outside of school. Our experience has shown that participation in such activities is likely to improve their school connectedness, decrease Chronic Absenteeism, and decrease suspension rates as students will be motivated to avoid suspensions in order to participate in the extracurricular activities. Additionally, our experience has shown that students who participate in organized activities outside the school day are more likely to feel connected to school and less likely to engage in inappropriate behaviors in class or on the playground. In addition to sports, the extra curricular and co-curricular activities may include drama productions, art classes and shows, self-improvement classes, and other significantly increased engagement activities that would not otherwise be available to our Low-Income students due to limitations on space and/or the opportunities to travel out of town to engage in these activities.	- California School Dashboard: Chronic Absenteeism - California School Dashboard: CES Suspension Rate - School Climate Survey: % of CES Students Feeling Connected to School - Parent Survey: Feelings of Being Welcome at School at CES

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	their opportunities to engage with their child's school, as there is frequently insufficient space for all family members to attend special events, assemblies, or other activities that space allows. Engagement in a broad range of co-curricular and extracurricular activities has a direct impact on students' success, as evidenced in multiple research studies. Fredricks and Eccles (2006) found that activity participation can be linked to more school engagement. For Low-income students, English Learners, and Foster Youth at CES, social-emotional or mental health struggles can impact their behaviors and influence their feelings toward school. They often need safe spaces where they can seek counseling from a mental health professional or trusted adult. Unfortunately, the school is currently challenged to provide those spaces. Providing more will benefit students in need of social-emotional supports. In looking at suspension data, we found that at each school, the percentages of students suspended for incidences not related to drugs/vaping were 98% Low-Income at CES. These data showed the need to stop violent behaviors before they occurred. Through an assessment of local needs, we determined that a primary reason for the violent behaviors was a lack of structure at recesses, and feelings of disconnection between Low-Income students and other student groups. These	The expanded space will also increase the degree to which parents feel welcome at school because it will respond to the explicit needs expressed by those Educational Partners for room that allows all interested families to attend awards assemblies, class performances, etc. Additionally., the building will include rooms that will be available as safe spaces for counseling students Providing these spaces is designed to increase CES students' feelings of connectedness and school engagement, which we believe directly affects chronic absenteeism rates and suspension rates as students will feel that the adults at school are addressing their social-emotional needs. The action is designed to address the needs of Low-Income students; however, this action is being provided on a schoolwide basis because we believe that all students will benefit.	

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	data showed the need to provide those students with expanded opportunities for structured sports and extracurricular and co-curricular participation for our Low-Income students. Chronic absenteeism rates at CES decreased substantially from the prior year, resulting in the Low-Income and English Learner student groups being assigned the "Medium" performance level for this indicator. Though they were not assigned a performance level, the rate for Foster Youth also declined by 4.5%. We were pleased to see that our efforts to address the former "Very High" rates were successful for those groups, indicating a need to continue providing expanded opportunities for recreation. Parent Educational Partners lauded the expansion of the outdoor recreational areas and the increased opportunities for their children to participate in outdoor activities after school and on weekends. Elementary school families strongly urge the District to provide indoor spaces for increased opportunities for their children to participate in recreational activities, theatrical productions, art shows, etc. They also noted that increased indoor spaces would allow parents increased opportunities to participate in school assemblies and events, which is currently difficult because of the limited space to fit in all families.		

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	Student Survey: Feelings of School Connectedness for CES -- 81.4% Parent Survey: Feelings of Being Welcome at School -- 80.2% **Scope:** Schoolwide		
3.1	**Action:** College & Career and Post-Secondary Education **Need:** Overall and for all student groups, there were significant increases in Graduation rates from 2022. Results for Low-Income students were in the "Very High" performance level. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that our English Learners are poised for continued success. As noted in the 'Reflections" section, in the 2023-24 school year, the District continued to maintain results close to the desired outcomes for seniors to have an explicit post-graduation plan. There were also increases in A-G completion rates from 2022. The rate for our English Learners continued to increase at a faster rate than All Students, further closing that inequality and indicating that an increasing	To achieve its goal of guiding and preparing all students, including Low- Income students, English learners, and Foster Youth for post-secondary opportunities, the District will provide: • Increased access to counseling services for Low Income Students, English Learners, and Foster Youth at the high school • Increased academic guidance and academic opportunities to participate in a broad course of study in preparation for post- secondary eligibility to better meet the needs of Low Income Students, English Learners, and Foster Youth. • Monitoring of Low Income Students, English Learners, Foster Youth progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation.	• California School Dashboard: Graduation Rate • Early Assessment Program (EAP): ELA • Early Assessment Program (EAP): Math • California School Dashboard College and Career Indicator • A-G Completion Rates • CTE Completion Rates • Percentage of Graduates with Post-Graduation Plans • High School Dropout Rate

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	number of English Learners are prepared for enrollment in university. Included in the 2023 graduation cohort were 26.7% of graduates with Golden State Merit Seal diplomas. The High School Dropout Rate declined to 2.2% from the prior year. Increases for Low-Income students were also achieved in the percentages completing a CTE pathway and those combined A-G and CTE requirements. English Learners declined in the former, and increased in the latter; a difference due to the increase in A-G completion rates. In 2023, the State resumed reporting the percentages of graduating seniors meeting the criteria for "Prepared" on the Dashboard College and Career Indicator. Caruthers Unified seniors scored at the "Medium" performance level overall with 47% meeting that standard. Low-Income students, as a group, also met the "Medium" level at 44.8%. English Learners were at 23.7%, the "Low" performance level. As described in the "Reflections" section, there were greater-than-doubled increases of Low-Income students scoring "Ready" in the EAP. However, the lack of English Learners meeting that standard remains a cause for concern. Math assessment results were low for all students groups, with only students from the	• Provide American Sign Language as a CTE class to increase the employability of our Low-Income students post graduation. • College and career field trips for Low Income Students, English Learners, and Foster Youth in grades 7th-12th • FASFA and Dream Act workshops for Low Income Students, English Learners, and Foster Youth • College prep workshops for Low Income Students, English Learners, and Foster Youth • Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes • PSAT fees A CTE/ROP Coordinator to support Low Income Students, English Learners, and Foster Youth in completing pathways • A High School Migrant Counselor who assists parents with EL and Low-Income Migrant program activities, recruit for migrant conferences and events • Low Income Students, English Learners, and Foster Youth parents' conferences regarding: student academic progress, post-secondary plans, and personal needs • Continued implementation of a plan for student tutors to support Low Income Students, English Learners, and Foster Youth • Hire and College and Career Readiness Coordinator to oversee and coordinate	

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	non Low-Income groups scoring "Ready". Inequalities also exist between English Learners and overall results in both subject areas. The District recognizes that the early Assessment Program (EAP), requirements for entry into UC/CSU (A-G), completion of a Career/Technical Education pathway (CTE), passing Advanced Placement exams (AP), College and Career readiness (CCI), and Graduation Rates were all inter-related and were all measures of skills and knowledge that pointed toward preparation for post-secondary success. As noted above, our Low-Income students and English Learners are lagging behind their peers in several of those indicators, and teachers' anecdotal information is that Foster Youth are lagging, as well. In order to ensure that those student groups are poised for that success, the District looked at successful programs throughout California and determined that a multi-faceted approach that recognized the interrelatedness of the skills and knowledge and addressed those as part of a plan for success, and that recognized that preparation for college and career readiness begins before high school, would be effective with our students. There are many successes demonstrated by the above metrics -- e.g., increased graduation rates for Low-Income students and English Learners, accelerated increased A-G	implementation of all elements of this action. • Hire a Careers in Education instructor to guide students in that pathway. • Chromebooks will be purchased for all incoming freshmen. Because of the successful results on the above indicators, we plan to continue this goal and Action 3.1 for the 2024-25 LCAP. Edward Locke and Gary Latham (1990) found in their research, goals not only affect behavior as well as job performance, but they also help mobilize energy which leads to a higher effort overall. Higher effort leads to an increase in persistent effort. Locke and Latham's research have shown us that goal setting is indeed very effective. In the 1968 article "Toward a Theory of Task Motivation" Locke showed us that clear goals and appropriate feedback served as a good motivator. (Locke, 1968). Locke's research also revealed that working toward a goal is a major source of motivation, which, in turn, improves performance. Locke reviewed over a decade of research of laboratory and field studies on the effects of goal setting and performance. Locke found that over 90% of the time, goals that were specific and challenging, but not overly challenging, led to higher performance when compared to easy goals or goals that were too generic such as a goal to do your best. Dr. Gary Latham also studied the effects of goal setting in the workplace. Latham's results supported Locke's findings and showed there is indeed a link that is inseparable between goal setting and workplace performance. Locke	

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	completion rates for English Learners -- that confirm the need to continue this action. An assessment of local conditions determined that many of our incoming Low-Income and English Learner freshman students did not have devices to access the internet at home, a necessary condition to successfully complete home work assignments and to do research outside of the classroom. As a result, the District identified a need to purchase Chromebooks for freshmen students to use at home during their time at CHS. Additionally, there remain inequalities in results: Overall percentages of "prepared" still exceed those for Low-Income students and English Learners in the College and Career Indicator; inequalities exist between English Learners and overall results in both subject areas of the EAP. The need to address these continuing inequalities, and continue improving results for Low-Income students, English Learners, and Foster Youth in all measures of preparation for post-secondary success is the basis for the the elements in Action 3.1. **Scope:** LEA-wide	and Latham published work together in 1990 with their work "A Theory of Goal Setting & Task Performance" stressing the importance of setting goals that were both specific and difficult. Locke and Latham also stated that there are five goal-setting principles that can help improve chances of success: Clarity Challenge Commitment Feedback Task Complexity This action is based upon the principles outlined in Locke and Latham's research, that by helping Low-Income students, English Learners, and Foster Youth to set clear, challenging goals, monitoring those goals and providing actionable feedback, and supporting every students commitment to his or her goal, will result in increased student outcomes in all of the metrics associated with this goal, with those students decreasing inequalities in performance results. The intent of providing these increased supports, staffing, and opportunities for Low-Income students, English Learners, and Foster Youth high school students is to better prepare them for post-secondary success. Specifically, additional/increased access to information, experiences, activities, and the targeted support from well-informed adults at school are designed to address the root cause of low participation in activities that promote post-secondary preparedness so that students better understand how to position themselves for success after K-12 and successfully engage in a variety of post-	

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		secondary opportunities. Chromebooks will be purchased for all incoming freshmen to give Low-Income and English Learner students the means to successfully complete home work assignments and to do research outside of the classroom. Hiring a Careers in Education instructor to guide students in that pathway, and a College and Career Readiness Coordinator to oversee and coordinate implementation of all elements of this action will support maintaining the increases for Low-Income students in CTE completion rates, and support increasing those rates for English Learners those dedicated outreach to that student group, and by providing a new pathway for EL students interested in education. These new positions will also result in increases in readiness for Low-Income students and English Learners in the College and Career indicator, also through targeted outreach, helping students track their progress in meeting the requirements for readiness, and by providing a new pathway for Low-Income students and English Learners interested in education. In order to maximize its impact in increasing academic and engagement outcomes for all students, this action is being provided on a District-wide basis.	

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
1.9	**Action:** Improving English Language Development Instruction **Need:** "Distance from Standard" results show that inequalities persist in the achievement of English Learners when compared to the overall student achievement. The inequality between English Learners and All Students increased from 2022 to 2023. English Learners experienced a significant decline in Math performance. English Learners experienced a significant decline in Math performance compared to the prior year in the percentage of students "Meeting or Exceeding Standard". Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. At the same time, there are data that suggest that our English Learner students are making strides toward success on those assessments. English Language Proficiency Assessment for California (ELPAC) Summative results reported on the Dashboard show that 53.6% of our English Learners are making a year or more growth in acquiring English language skills, an improvement of 8.0% points from the prior year, and in the "High" performance level.	To increase academic outcomes for students and decrease inequalities in performance results between English Learners and higher-performing student groups, the District will: • Provide teachers with professional development in ELD strategies -- such as front-loading, wherein the teacher instructs the English Learner students in the new and/or academic vocabulary needed to understand the reading passage prior to reading -- that increase English Learner students' access to the core. • Provide teachers with professional development in ELD strategies that accelerate English Learner students' acquisition of English. These strategies might include adding "extra help" to assignments for English Learners, including sentence frames, media links to support vocabulary development, and explanations to scaffold complex language and text features. • Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. • Provide English Language Development enrichment and support materials that	• California School Dashboard: ELA Distance from Standard for English Learners • California School Dashboard: Math Distance from Standard for English Learners • SBAC ELA: Percentage of students assessed meeting or exceeding standard for English Learners • SBAC Math: Percentage of students assessed meeting or exceeding standard for English Learners • SBAC ELA: Percentage of students assessed

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The reclassification rate was again in double digits, increasing from 14.1% to 14.4%. Data described in the "Reflections" section of this plan suggest that, as English Learner students are coming up from the primary grades, an increasing number are acquiring the language skills to be successful on state assessments. Examining the state assessment data for English Learners, the largest assessed grade levels were 5th and 11th. Between both grade levels, more than 70% were below grade level in "Concepts and Procedures". Fifth graders also struggled greatly with "Problem Solving and Modeling and Data Analysis", while 65% of 11th graders were below grade level in "Communicating Reasoning". While the math -- and ELA -- needs of all English Learners will be addressed, the areas cited may provide suggestions for future instruction. Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. The state data show that for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. Support staff and Spanish-Speaking Parent Educational Partners cited a need to ensure that all English Learner students are receiving appropriate English Language development, supporting the addition of the OPTEL to Action	accelerate English acquisition and increase access to the core. • Provide paraprofessional support for small groups and individuals • Maintain the additional ELD class at CHS to lower class size and provide greater individual attention. • Continue implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students, LTEL students, and RFEP students, and immediately adjust instruction as warranted by data and students' needs. This action is expected to increase academic outcomes for English Learners because it will provide specific and targeted strategies for English Learners' support. Research-based support materials, including reading matter that is at an appropriate level, of high interest, and culturally-responsive will engage students; use of the OPTEL as a formative assessment tool will help staff to identify where improvements might be made in classroom instruction. Small group and greater individual attention will be employed to target identified needs and front-load vocabulary. Monitoring of EL progress will be geared to preventing students from "falling through the cracks". As a modification, "professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student	meeting or exceeding standard for LTEL • SBAC Math: Percentage of students assessed meeting or exceeding standard for LTEL • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Reclassification Rate • iReady Reading for English Learners • iReady Math for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	1.9 as a formative assessment tool to support student progress toward English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	progress toward English proficiency" was added to the action. As additional modifications, disaggregated iReady data and the ELPI will be added as metrics to measure the impact on English Learners. In order to maximize its impact in increasing academic outcomes for all English Learners, this action is being provided at all schools.	
1.14	**Action:** Addressing the Needs of Long-Term English Learners **Need:** Long Term English Learners (LTEL) performed significantly below their fellow EL students and other groups in the percentages "Meeting or Exceeding Standard" in ELA and Math. The state data show that for these students, "Concepts and Procedures" appeared to present the greatest challenges, with 79.59% scoring at Below Standard. In ELA, "Reading", "Writing", and "Research/Inquiry" all presented similar challenges. On the 2023 ELPAC, 46% of CUSD LTEL were at the "moderately developed" level, and those with 6+ years in the program are close to 50% "moderately developed", meaning that their greatest need for support is likely in academic language and abstract concepts (an idea that aligns with the Math results).	CUSD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond, by identifying and informing teachers which of their students are LTEL; collaboration among school and District staff to identify the unique needs and/or barriers to language acquisition progress; providing targeted instructional support based on those needs; regularly monitoring progress; and engaging parents and families in supporting LTEL in acquiring the skills required for reclassification to RFEP. Professional development will include ELD strategies -- such as front-loading, wherein the teacher instructs the English Learner students in the new and/or academic vocabulary needed to understand the reading passage prior to reading -- that increase English Learner students' access to the core. Professional development will also include ELD strategies that accelerate English Learner students' acquisition of English. These strategies might include adding "extra help" to assignments for English Learners, including sentence frames, media links to support	SBAC ELA: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners • SBAC Math: Percentage of students assessed meeting or exceeding standard for Long-Term English Learners • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	vocabulary development, and explanations to scaffold complex language and text features. This support for teachers of LTEL will enable them to support their students "bridging" to academic English and deeper content knowledge. This action is expected to increase academic outcomes for Long-Term English Learners because staff at schools with LTEL students will identify who their LTELs are and identify how their instructional needs are unique. In the past, instructional staff may not have known who their LTEL students were, and identical supports and interventions were provided regardless of the EL students status. As a part of this action, data for LTEL students will be disaggregated at the schools and their specific instructional needs identified and addressed. Progress on the SBAC "Percentage of students assessed meeting or exceeding standard" in ELA and Math will be reported in the annual assessment of the action's effectiveness. In order to maximize its impact in increasing academic outcomes for Long-Term English Learners, this action is being provided to LTEL students at all schools.	

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.

Action 2.3: The District will use its 15% Concentration Grant Add-on to continue the behavioral support staff, and an additional full-time LVN to support students physical and social-emotional health.

Action 3.1: The District will use its 15% Concentration Grant Add-on to continue a College and Career Readiness Coordinator to provide direct services to students, and a Careers in Education instructor to guide students in that pathway.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,587,130	7,475,669	40.220%	2.665%	42.885%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,750,870.36	$7,533,408.11	$2,490,659.00	$2,563,353.61	$37,338,291.08	$27,082,387.73	$10,255,903.35

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	Qualified, Credentialed Teachers	All	No			All Schools		$8,815,583.00	$23,309.00	$7,999,767.00	$815,817.00		$23,308.00	$8,838,892.00	
1	1.2	Professional Development for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$367,465.00	$174,809.48	$334,465.00	$151,448.48		$56,361.00	$542,274.48	
1	1.3	Student Data and Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$128,131.00	$0.00	$128,131.00				$128,131.00	
1	1.4	Supplemental Instruction and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$934,640.73	$338,211.23	$24,087.00	$722,550.51		$526,214.45	$1,272,851.96	
1	1.5	Instructional Leadership and Guidance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$321,164.00	$0.00	$321,164.00				$321,164.00	
1	1.6	Early Childhood Education	All	No			Preschool		$0.00	$50,901.54		$50,901.54			$50,901.54	
1	1.7	Students with Exceptional Needs	Students with Disabilities	No			All Schools		$1,760,559.00	$843,154.00		$1,920,418.00		$683,295.00	$2,603,713.00	
1	1.8	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,492,521.00	$950,272.39	$13,000.00	$1,249,189.00	$587,359.00	$593,245.39	$2,442,793.39	
1	1.9	Improving English Language Development Instruction		Yes	Limited to Unduplicated Student		All Schools		$159,681.00	$45,992.00	$94,947.00			$110,726.00	$205,673.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 12th grades		$2,576,267.00	$525,508.00	$3,101,775.00				$3,101,775.00	
1	1.11	Access to a Broad Course of Study	All	No			All Schools		$4,878,071.00	$2,292,104.97	$6,904,383.00	$212,240.00		$53,552.97	$7,170,175.97	
1	1.12	Required Action: Districtwide and Caruthers HS English Learner Math Achievement	English Learners	No			Specific Schools: Caruthers High School		$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.13	Required Action: Districtwide Students with Disabilities Math Achievement	Students with Disabilities	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.14	Addressing the Needs of Long-Term English Learners		Yes	Limited to Unduplicated Student Group(s)		All Schools		$0.00	$7,000.00	$2,000.00			$5,000.00	$7,000.00	
1	1.15	Provide Improved Excellent Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,188,467.00	$0.00	$1,188,467.00				$1,188,467.00	
2	2.1		All	No			All Schools		$933,774.00	$353,324.80		$1,028,440.00		$258,658.80	$1,287,098.80	
2	2.2	Maintaining Clean, Safe Facilities	All	No			All Schools		$1,682,247.00	$1,952,969.00	$1,478,552.00	$416,000.00	$1,705,195.00	$35,469.00	$3,635,216.00	
2	2.3	School Culture and Social Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$516,461.00	$79,291.58	$494,920.00	$65,622.58	$0.00	$35,210.00	$595,752.58	
2	2.4	Transportation for Easier School Access	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools		$0.00	$939,930.00	$407,838.00	$532,092.00			$939,930.00	
2	2.5	Expanded Access to Recreation Spaces	Low Income	Yes	School wide	Low Income	Specific Schools: Caruthers		$0.00	$750,000.00	$750,000.00				$750,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Elementary									
2	2.6	Required Action: Chronic Absenteeism Rates for Monroe Elementary Students (Overall, Low-Income, English Learners, and Hispanic Students)	All Low-Income, English Learners, Hispanic Students	No			Specific Schools: Monroe Elementary		$0.00	$5,000.00				$5,000.00	$5,000.00	
2	2.7	Required Action: Suspension Rate for English Learners and Homeless Students	English Learners and Homeless students	No			Specific Schools: Caruthers High School		$0.00	$5,000.00				$5,000.00	$5,000.00	
2	2.8	Required Action: Suspension Rates for Foster Youth	Foster Youth	No			All Schools		$0.00	$500.00				$500.00	$500.00	
2	2.9	Required Action: Suspension Rates for White Students	White students	No			Specific Schools: Caruthers Elementary School		$0.00	$500.00				$500.00	$500.00	
3	3.1	College & Career and Post-Secondary Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,310,689.00	$874,792.36	$1,507,374.36	$318,689.00	$198,105.00	$161,313.00	$2,185,481.36	
4	4.1	CTE Pathways	All	No			Specific Schools: MARC High		$6,667.00	$13,333.00		$20,000.00			$20,000.00	
4	4.2	Project Based Learning Activities	All	No			Specific Schools: MARC High		$10,000.00	$20,000.00		$30,000.00			$30,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,587,130	7,475,669	40.220%	2.665%	42.885%	$8,368,168.36	0.000%	45.021 %	**Total:**	$8,368,168.36
								LEA-wide Total:	$7,113,383.36
								Limited Total:	$96,947.00
								Schoolwide Total:	$1,157,838.00

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	1.2	Professional Development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$334,465.00	
1	1.3	Student Data and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income		$128,131.00	
1	1.4	Supplemental Instruction and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		$24,087.00	
1	1.5	Instructional Leadership and Guidance Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$321,164.00	
1	1.8	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
1	1.9	Improving English Language Development Instruction	Yes	Limited to Unduplicated Student Group(s)		All Schools	$94,947.00	

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	1.10	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 12th grades	$3,101,775.00	
1	1.14	Addressing the Needs of Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)		All Schools	$2,000.00	
1	1.15	Provide Improved Excellent Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,188,467.00	
2	2.3	School Culture and Social Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$494,920.00	
2	2.4	Transportation for Easier School Access	Yes	Schoolwide	Foster Youth Low Income	All Schools	$407,838.00	
2	2.5	Expanded Access to Recreation Spaces	Yes	Schoolwide	Low Income	Specific Schools: Caruthers Elementary	$750,000.00	
3	3.1	College & Career and Post-Secondary Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,507,374.36	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$32,622,331.00	$37,579,892.00

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	Qualified, Credentialed Teachers	No	$7,227,385.00	$7,582,923.00
1	1.2	Professional Development for Staff	Yes	$562,793.00	$610,079.00
1	1.3	Student Data and Assessment	Yes	$21,000.00	$136,076.00
1	1.4	Supplemental Instruction and Materials	Yes	$1,429,715.00	$1,734,693.75
1	1.5	Instructional Leadership and Guidance Support	Yes	$343,438.00	$220,865.00
1	1.6	Early Childhood Education	No	$66,868.00	$93,500.00
1	1.7	Students with Exceptional Needs	No	$1,998,463.00	$2,244,560.93
1	1.8	Extended Learning	Yes	$687,327.00	$3,392,531.88
1	1.9	Improving English Language Development Instruction	Yes	$265,221.00	$219,925.00
1	1.10	Smaller Class Sizes	Yes	$2,644,534.00	$2,926,380

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Access to a Broad Course of Study	No	$6,594,461.00	$7,696,824.22
2	2.1	Parent Engagement	Yes	$406,424.00	$481,267.00
2	2.2	Maintaining Clean, Safe Facilities	No	$6,496,737.00	$6,577,381.86
2	2.3	School Culture and Social Behavior	Yes	$789,313.00	$643,371.00
2	2.4	Transportation for Easier School Access	Yes	$760,758.00	$760,758.00
2	2.5	Expanded Access to Recreation Spaces	Yes	$262,580.00	$50,000.00
3	3.1	College & Career and Post-Secondary Education	Yes	$2,065,314.00	$2,208,755.36

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,640,706	$6,788,660.00	$6,270,436.36	$518,223.64	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	1.2	Professional Development for Staff	Yes	$450,293.00	$451,718.00	0	
1	1.3	Student Data and Assessment	Yes	$21,000.00	$136,076.00	0	
1	1.4	Supplemental Instruction and Materials	Yes	$441,451.00	$107,041.00	0	
1	1.5	Instructional Leadership and Guidance Support	Yes	$343,438.00	$220,865.00	0	
1	1.8	Extended Learning	Yes	$10,500.00	$15,540.00	0	
1	1.9	Improving English Language Development Instruction	Yes	$51,602.00	$51,602.00	0	
1	1.10	Smaller Class Sizes	Yes	$2,644,534.00	$2,926,380.00	0	
2	2.1	Parent Engagement	Yes	$41,500.00	$60,600.00	0	
2	2.3	School Culture and Social Behavior	Yes	$751,772.00	$562,620.00	0	
2	2.4	Transportation for Easier School Access	Yes	$324,141.00	$324,141.00	0	
2	2.5	Expanded Access to Recreation Spaces	Yes	$262,580.00	$50,000.00	0	
3	3.1	College & Career and Post-Secondary Education	Yes	$1,445,849.00	1,363,853.36	0	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$16,946,631	$6,640,706	.48%	39.666%	$6,270,436.36	0.000%	37.001%	$451,613.47	2.665%

Local Control and Accountability Plan Instructions

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

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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

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

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:

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o 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).

- o 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.

- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

    o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  o Professional development for teachers.

- o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses

them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the

funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

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

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

- 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).

California Department of Education
November 2023

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monroe Elementary School District	Shelley Manser Superintendent	smanser@monroe.k12.ca.us 559-834-2895

Goals and Actions

Goal

Goal #	Description
1	High quality and Properly Credentialed Staff, maintaining school facilities in good repair, and providing state/locally approved curriculum for all grades are critical determinants of improvement in the schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance: Teachers are appropriately assigned and fully credentialed	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: Dashboard	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: Dashboard	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Internal	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard
Recruit and retain quality employees (qualitative measure)	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees. Data Year: 2020-21 Data source: internal audit	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees. Data Year: 2021-22 Data source: internal audit	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees. Data Year: 2022-23 Data source: internal audit	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees. Data Year: 2023-24 Data source: internal audit	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees Data Year: 2023-24 Data Source: internal audit

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams compliance: All grade levels have access to standards aligned instructional materials in core academic subjects	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023	100% Data Year: 2023-2024 Data Source: Dashboard Fall 2023	Maintain 100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Maintain school facilities in good repair as measured by the FIT	Facilities in "good" repair Data Year: 2020-21 Data source: FIT report	Facilities in "good" repair Data Year: 2021-22 Data source: FIT report	Facilities in "good" repair Data Year: 2022-23 Data source: FIT report	Facilities in "good" repair Data Year: 2023-24 Data source: FIT report	Maintain 100% "good" repair status Data Year: 2023-24 Data Source: FIT report
Implementation of Standards for all students and enable ELS access to CCSS and ELD standards	100% Data Year: 2020-21 Data Source: SARC	100% Data Year: 2021-22 Data Source: SARC	100% Data Year: 2022-23 Data Source: SARC	100% Data Year: 2023-24 Data Source: SARC	Maintain 100% Data Year: 2023-2024 Data Source: SARC

Goal Analysis

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

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

Action 1.1 Basic Instruction and Administration
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD retaining and hiring Properly Credentialed Teachers as positions become available and ensuring that students and teachers had access to standards-aligned materials.
No substantive difference in planned action compared to actual implementation.

Action 1.2 Safe and Healthy School Environments

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD by maintaining school facilities in good repair and updating or enhancing facilities as needed to improve the student learning environment, and staff, student, and parent safety and security.
No substantive difference in planned action compared to actual implementation.

Action 1.3 District/Site Support
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD maintaining classified support staff, including bilingual staff to support English Learner students, and contracted services. Learning and academic support was offered during core academic instruction as well as intervention throughout the day.
No substantive difference in planned action compared to actual implementation.

Action 1.4 School Counseling and Social-Emotional Support
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD maintaining staff to provide MTSS services during the school day and by maintaining contracted mental health/psychological services.
No substantive difference in planned action compared to actual implementation.

Overall Success: Overall, we continue to implement each action and provide students with a solid, well rounded, academic and social/emotional support system and structure. The new staff we hired all assimilate quickly and effectively into our support system to provide students the academic and social-emotional support they needed. The additional bilingual support staff continue to allow us to better serve our growing English Learner student population.

Overall Challenges: The biggest challenge that we continue to face is offering a competitive salary and compensation package in order to recruit and retain, high quality and properly credentialed staff. This has created staffing turnover which impacts our long-term training and consistency in delivering instruction and intervention/support for our students. To address this, we placed a veteran elementary teacher on a "special assignment" provide academic intervention to at-promise students during the regular school day

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

Action 1.2 was above as budgeted. The explanation of material differences is as follows: increased expenditures due to hiring a janitorial service and gardening contractor; replacement of split AC units; statewide increases to utility costs.

Action 1.3 was above as budgeted. The explanation of material differences is as follows: COE LCFF Funding; underestimation of ISP charges to COE; printing services not accounted for at budget adoption.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal, "High quality and Properly Credentialed Staff, maintaining school facilities in good repair, and providing state/locally approved curriculum for all grades are critical determinants of improvement in the schools."

Action 1.1 Basic Instruction and Administration
Metrics: Williams compliance: Teachers are appropriately assigned and fully credentialed; Williams compliance: All grade levels have access to standards aligned instructional materials in core academic subjects.
Effectiveness of Action: 3 - Effective
Data Statement: for 2023-24, teachers are appropriately assigned and fully credentialed data shows that MESD maintained 0% Misassignments and 0%
Vacancies. Williams compliance: All grade levels had 100% access to standards-aligned instructional materials in core academic subjects.
Analysis Statement: High-quality instruction and support continues to be provided to students by having appropriately assigned teachers, administration, and all core curriculum which allowed us to make progress toward our desired Goal 1 outcomes.

Action 1.2 Safe and Healthy School Environments
Metrics: Maintain school facilities in good repair as measured by the FIT
Effectiveness of Action: 3 - Effective
Data Statement: Based on the 23-24 Facilities Inspection Tool (FIT), MESD remained 100% "good" repair status.
Analysis Statement: A safe and appropriate educational environment continues to be provided for learning for all our students.

Action 1.3 District/Site Support
Metrics: Percent of students making progress toward met or exceeded on ELA CAASPP one year to the next; Percent of students making progress toward met or exceeded on Math CAASPP one year to the next and iready
Effectiveness of Action: 2 - Somewhat Effective
Data Statement: iReady data (Goal 2) students' performance levels in ELA and Math remained consistent with the trends we saw in the previous school year. From iready diagnostic 1 to iready diagnostic 3, we saw an overall 17% decrease of at risk students in ELA, and an overall 15% decrease of at risk students in math on iReady scores during the 2023-24 school year. This demonstrates a continuing trend from iready data from the 2022-23 school year, when there had been an overall decrease of 8% for Math and 9% in ELA. Students show consistent growth from the beginning of the school year to the end of the school year.
Analysis Statement: Classified support staff provided support to students in core instruction as well as provided intervention services to improve student learning and academic achievement by monitoring and support for low socioeconomic students. In conjunction with other LCAP actions, analysis of data indicates this was somewhat effective in impacting student academic achievement.

Action 1.4 School Counseling and Social-Emotional Support

Metrics: Recruit and retain quality employees (qualitative measure); Percent of students making progress toward met or exceeded on ELA CAASPP one year to the next; Percent of students making progress toward met or exceeded on Math CAASPP one year to the next and iready

Effectiveness of Action: 2 - Somewhat Effective

Data Statement: The LEA recruited and retained 100% of quality employees and instructional staff for the 2023-24 school year. iReady data (refer to Goal 2) students' performance levels in ELA and Math remained consistent with the trends we saw in the previous school year. Iready diagnostic 1 compared to iready diagnostic 3, we saw similar ELA overall decrease in at risk percentages (64% to 47%) and an overall decrease in at risk in Math (64% to 49%). We also saw an overall increase in CAASPP ELA (Low, Spring 2022, to Medium, Spring 2023 - refer to Goal 2) and Math (Very Low, spring 2022, to Low, Spring 2023 - refer to Goal 2). In 2023-24 (45/177), or 25% of students, accessed MTSS services throughout the year.

Analysis Statement: MESD was able to retain MTSS staff, provide small group and individual support during the school day to connect struggling students, including English learners and low-income students, with resources and support; provide the necessary training for district staff, and continue to provide dedicated space for support services on a daily basis throughout the 23-24 school year. In conjunction with other LCAP actions, data indicates this was somewhat effective in impacting student academic achievement.

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

N/A due to lapsation.

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

Goals and Actions

Goal

Goal #	Description
2	Data suggests an achievement gap exists in the district. The subgroups English Learners, students with a disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than "all students" in many measurements of achievement according to CAASPP and local assessment data. All students will increase achievement proficiency levels in the areas of ELA, ELD, and Mathematics as measured by state and local assessments and enrollment in broad course of study. ELL subgroup will increase in proficiency and move toward growth goal in overall ELPAC at one level per year and increase redesignation and reclassification of ELL students annually. Structures and systems must be developed to promote access and provide equity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL students who are making progress toward language proficiency from one year to the next.	30.8% made progress Data Year: 2018 & 2019 Data Source: Fall 2019 ELPI	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 1.72% Level3- 20.69% Level 2- 55.17% Leve l 1- 22.41% Data Year: 2020-21 Data Source: Summative ELPAC	Level 4- 5.56% Level 3- 33.33% Level 2- 34.72% Level 1- 26.39% Data Year: 2021-22 Data Source: DataQuest - Summative ELPAC English Learner Progress Progress toward proficiency: 41.7% Maintained proficiency level: 38.3% Decreased proficiency level: 20%	Level 4- 5.43% Level 3- 33.7% Level 2- 38.04% Level 1- 22.83% Data Year: 2022-23 Data Source: DataQuest - Summative ELPAC English Learner Progress Progress toward proficiency: 35.8% Maintained proficiency level: 37.3% Decreased proficiency level: 26.9%	32% made progress Data Year: 2022-23 Data Source: 2023 ELPI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Year: 2021-22 Data Source: Dashboard ELPI	Data Year: 2022-23 Data Source: Dashboard ELP	
English Learner Reclassification Rate.	Spring 2019: 0% Spring 2020: 2.8% Data Year: Spring 2019 & 2020 Data Source: Dataquest	Spring 2020: 2.8% Spring 2021: 0% Data Year: Spring 2020 & 2021 Data Source: Dataquest	Not displayed for privacy due to less than 11 students - 3/38 EL students "Reclassified" (8%) Data Year: Spring 2022 Data Source: Dataquest	Not displayed for privacy due to less than 11 students - 3/48 EL students "Reclassified" (6%) Data Year: Spring 2023 Data Source: Dataquest	2% increase Data Year: Spring 2023 Data Source: Dataquest
Parent/ guardian involvement in the District All Parents Association.	30% overall participation during year Data Year: 2020-21 Data Source: Internal Data Review	39% overall participation during year Data Year: 2021-22 Data Source: Internal Data Review	47% overall participation during year Data Year: 2022-23 Data Source: Internal Data Review	54% overall participation during the year Data Year: 2023-24 Data Source: Internal Data Review	50% of all parents attend or participate in school based activity and all subgroups of students are represented during at minimum one meeting during the year. Data Year: 2023-24 Data Source: Internal Data Review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Instructional Intervention Teams	Further implement and train staff for site-based early intervention programs including Student Study Team/Student Review Team/Intervention and 504 program support. Specific data has not been documented. Develop internal system to track and establish a baseline number of trainings and student referrals during 2021-22 school year.	Number of Trainings: 3 Student Referrals: 24 (17 of which are 4th-8th Grade) Data Year: 2021-22 Data Source: Internal Audit	Number of Trainings: 4 Student Referrals: 7 total referrals: (Tier 2 and 3 combined) Tier 2 Notifications - Moderate Behaviors: 33 (5 students) Tier 3 Notifications - 27 Severe Behaviors: 27 (2 students) Data Year: 2022-23 Data Source: Internal Audit	Number of Trainings: 3 Student Referrals: 43 Tier 2 Notifications - 29 Moderate Behaviors: (5 students) Tier 3 Notifications - 14 Severe Behaviors: (2 students) Data Year: 2023-2024 Data Source: Internal Audit	One early intervention training will be conducted for staff once each trimester and the number of student referrals for students in grades 4 - 8 will decrease by 10% each year. Data Year: 2023-24 Data Source: Internal Audit
Percent of students making progress toward met or exceeded on ELA CAASPP one year to the next.	ELA (15.96%) movement from Level 4 to Level 3, and Level 3 to Level 2. (CAASPP data) Data Year: 2017-18 to 2018-19 Data Source: Dashboard iready: Diagnostic 1 - 55% of students "at risk",	Diagnostic 1 • 55% of all students "at risk" • 56% of low-income students "at risk" • 54% of English Learner students "at risk"	iReady Results (22-23) Diagnostic 1 • 61% of all students "at risk" • 65% of low-income students "at risk" • 66% of English Learner students "at risk"	iReady Results (23-24) Diagnostic 1 • 47% of all students "at risk" • 47% of low-income students "at risk" • 56% of English Learner students "at risk"	Percent of students making progress toward met or exceeded on the ELA CAASPP will increase to 25% respectively from L4 - L3 (5/30), and L3 - L2 (4/14). Combined total: 46% of students in these levels made progress toward met/exceeded.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Diagnostic 3 - 39% of students at risk = 16% growth. Data Year: 2020-21 Data Source: iready assessment	• 59% of SWD students "at risk" • FY (number not significant) Diagnostic 3 • 45% of all students "at risk" • 48% of low-income students "at risk" • 48% of English Learner students "at risk" • 59% of SWD students "at risk" • FY (number not significant) All students- 11% growth Low-Income Students- 8% growth EL Students- 6% growth SWD Students- 0% growth	• 83% of SWD students "at risk" • FY (number not significant) Diagnostic 3 • 50% of all students "at risk" • 51% of low-income students "at risk" • 50% of English Learner students "at risk" • 65% of SWD students "at risk" • FY (number not significant) All students - 5% growth Low-Income Students - 15% growth EL Students - 16% growth SWD Students - 18% growth	• FY (number not significant) Diagnostic 3 • 49% of all students "at risk" • 53% of low-income students "at risk" • 55% of English Learner students "at risk" • 57% of SWD students "at risk" • FY (number not significant) Dashboard Results (from 22-23 CAASPP) All Students: Medium Low-Income Students: Medium English Learner: Low CAASPP Data: ELA Met/Exceeded: 28.57%	iready: Decrease number of all students "at risk" to <25%. iready: Decrease number of EL students "at risk" to <40%. iready: Decrease number of Low-Income students "at risk" to <40%. Data Year: 2023-24 Data Source: Dashboard; iready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY (number not significant) CAASPP Data: N/A Data Year: 2021-22 Data Source: Dashboard; iready	FY (number not significant) Dashboard Results (from 21-22 CAASPP) All Students: Low Low-Income Students: Low English Learner: Very Low SWD Students: No Performance Level CAASPP Data: N/A Data Year: 2022-23 Data Source: Dashboard; iready	Data Year: 2022-23 Data Source: Dashboard; iready; Dataquest	
Percent of students making progress toward met or exceeded on Math CAASPP one year to the next and iready.	Data Year: 17-18 to 18-19 (18.53%) movement from Level 4 to Level 3, and Level 3 to Level 2. Data Year: 2019 Data Source: Dashboard iready: Diagnostic 1 - 48% of students "at risk", Diagnostic 3 -	Diagnostic 1 • 50% of all students "at risk", • 51% of low-income students "at risk" • 46% of English Learner students "at risk"	iReady Results (22-23) Diagnostic 1 • 65% of all students "at risk", • 70% of low-income students "at risk" • 56% of English Learner	iReady Results (23-24) Diagnostic 1 • 49% of all students "at risk", • 50% of low-income students "at risk" • 56% of English Learner	Percent of students making progress toward met or exceeded on the Math CAASPP will increase to 25% respectively from L4 - L3 (1/15), and L3 - L2 (11/24). Combined total: 53% of all students in these levels made progress toward met/exceeded.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	34% of students "at risk" = 14% growth. Data Year: 2020-21 Data Source: iready assessment	• 58% of SWD students "at risk" • FY (number not significant) Diagnostic 3 • 35% of all students "at risk", • 36% of low-income students "at risk" • 36% of English Learner students "at risk" • 58% of SWD students "at risk" • FY (number not significant) All students- 15% growth Low-Income Students- 16% growth EL Students- 10% growth SWD Students- 0% growth	students "at risk" • 56% of SWD students "at risk" • FY (number not significant) Diagnostic 3 • 48% of all students "at risk", • 51% of low-income students "at risk" • 50% of English Learner students "at risk" • 56% of SWD students "at risk" • FY (number not significant) All students- 17% growth Low-Income Students - 19% growth EL Students - 6% growth	students "at risk" • FY (number not significant) Diagnostic 3 • 43% of all students "at risk" • 45% of low-income students "at risk" • 49% of English Learner students "at risk" • 60% of SWD students "at risk" • FY (number not significant) Dashboard Results (from 22-23 CAASPP) All Students: Low Low-Income Students: Very Low English Learner: Low CAASPP Data:	iready: Decrease number of all students "at risk" to <20%. iready: Decrease number of EL students "at risk" to <25%. iready: Decrease number of Low-Income students "at risk" to <25%. Data Year: 2023-24 Data Source: Dashboard; iready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY (number not significant) CAASPP Data: N/A Data Year: 2021-22 Data Source: iready	SWD Students - 0% growth FY (number not significant) Dashboard Results (from 21-22 CAASPP) All Students: Very Low Low-Income Students: Very Low English Learner: Very Low SWD Students: No Performance Level CAASPP Data: N/A Data Year: 2022-23 Data Source: iready	Math Met/Exceeded: 14.02% Data Year: 2022-23 Data Source: Dashboard; iready; Dataquest	
Access to and Enrollment in a Broad Course of Study	Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2020-21 Data Source:	Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2021-22 Data Source:	Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2022-2023 Data Source:	Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2023-24 Data Source:	Elective Courses: All 100% (6th - 8th Grade) EL 100% (6th - 8th Grade) Low-income 100% (6th - 8th Grade) Data Year: 2023-24 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS Fall 2	CALPADS Fall 2	CALPADS Fall 2	CALPADS Fall 2	CALPADS Fall 2

Goal Analysis

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

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

Action 2.1 ELD Students With Disabilities support
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as amended. The overall implementation of this action to achieve the articulated goal was done by MESD for The district provided support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP
had access to this specialized academic instruction and other designated instructional services as noted in their IEP which ensured equity and access to district programming and a free appropriate public
education. Services provided aligned with other district offerings in order to best support each student's academic and social-emotional needs. Professional development opportunities offered connected staff with staff from other
districts who may have higher results as well as staff from County Office of Education. This action was adjusted due to the procedural lapsation between Monroe Elementary and Caruthers Unified School District. Monroe staff joined CUSD staff for common professional development to integrate into the upcoming lapsation between the 2 districts as well as including the Special Education Director and Psychologist from CUSD to integrate the supports provided by CUSD.

Action 2.2 ELD Student Support & Professional Development
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD adjusting our contract with County Office to include English Learner Networked Improvement instead of Math NIC as in previous years.
Community (NIC) training for administrators, in partnership with CUSD administrators.
The substantive difference in planned action compared to actual implementation is due to a greater focus on meeting the needs of our English Learners language development.

Action 2.3 Supplemental Enrichment Electives/Broad Course of Study
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD by maintaining enrichment opportunities for students throughout the fall. Students had opportunities to be involved in enrichment opportunities such as yearbook, STEAM, journalism.
No substantive difference in planned action compared to actual implementation.

Action 2.4 Extended Instructional Minutes
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD maintaining math intervention/RTI and additional Tier 2 support during the school day throughout the fall. Staff members identified at risk and struggling students, referred them to support staff, and students were provided additional support during the day throughout the fall.
No substantive difference in planned action compared to actual implementation.

Action 2.5 Extended Learning and Academic Support
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD designating funding for certificated staff to provide before and after school tutoring for at risk students. An additional, bilingual teacher was hired to support upper grade students and a veteran teacher was designated as Teacher On Special Assignment to provide academic support to lower grade students where we identified the greatest student academic needs.
No substantive difference in planned action compared to actual implementation.

Action 2:6 Paraeducator Support
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD by increasing our team of para-educators, 7 out of 10 are bilingual, for direct academic support in our K-4 classrooms.
No substantive difference in planned action compared to actual implementation.

Action 2.7 Supplemental Instruction
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD purchasing and utilizing during instruction the following: Read 180, MyAccess, iReady.
No substantive difference in planned action compared to actual implementation.

Overall Success: All 3rd through 6th grade teachers participated in the County Office Math Networked Improvement Community (NIC) and worked with the math coaches on site multiple times throughout the year. Instructional practice in classrooms continued to shift as a result leading to increased mathematical thinking in these grade levels with 3 of the 4 participating grades showing decreased numbers of at risk students and increasing numbers of on/above grade level students, according to local assessment data. Small groups of students in all grades participated in before and after school tutoring provided by certificated staff. Adding additional para-educators proved to be extremely valuable.

Overall Challenges: With having small numbers of certificated staff, it continues to be a challenge to provide academic support and intervention for our students. All our staff are asked to maintain many duties outside of their primary instructional duties. Small staffing numbers also impacts instruction and planning with only having one teacher per grade level. Many staff report feeling as though they are planning in isolation, since no other teacher is teaching the same curriculum toward the same set of standards. While there is a deep family

feel, this level of professional community is lacking. District staffing changes during the year also had some negative impact on our certificated and classified staff as duties before and after school shifted to others.

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

2.1 - Contracts for Bond compliance and E-rate services were budgeted based on PY amounts.
2.2 - This action was below as budgeted and accomplished with ESSER funds during summer and intercessions.
2.4 - Teacher salaries were budgeted based on staffing from PY.
2.6 - Additional hours/staff during the summer, Extended Learning and during intercession times was utilized to address this Goal.
2.7 - Less supplemental resources and curriculum were needed as well as some being purchased with federal stimulus funds.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress toward meeting the goal, "Data suggests an achievement gap exists in the district. The subgroups of English Learners, students with a disability, socioeconomically disadvantaged students, and African-American and Latino students achieve at lower levels than "all students" in many measurements of achievement according to CAASPP and local assessment data. All students will increase achievement proficiency levels in the areas of ELA, ELD, and Mathematics as measured by state and local assessments and enrollment in a broad course of study. ELL subgroup will increase in proficiency and move toward growth goal in overall ELPAC at one level per year and increase redesignation and reclassification of ELL students annually. Structures and systems must be developed to promote access and provide equity."

Action 2.1 ELD Students With Disabilities support
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as amended. The overall implementation of this action to achieve the articulated goal was done by MESD for The district provided support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP
had access to this specialized academic instruction and other designated instructional services as noted in their IEP which ensured equity and access to district programming and a free appropriate public
education. Services provided aligned with other district offerings in order to best support each student's academic and social-emotional needs. Professional development opportunities offered connected staff with staff from other

districts who may have higher results as well as staff from County Office of Education. This action was adjusted due to the procedural lapsation between Monroe Elementary and Caruthers Unified School District. Monroe staff joined CUSD staff for common professional development to integrate into the upcoming lapsation between the 2 districts as well as including the Special Education Director and Psychologist from CUSD to integrate the supports provided by CUSD.
Metrics: MESD will contract for professional development in the area English Language Acquisition; Staff improved instructional strategies and methods in English Language Acquisition instruction with math focus, including support for students with IEP's.
Effectiveness of Action: Somewhat effective
Data Statement: iready diagnostic 1 compared to iready diagnostic 3, we saw an overall decrease in ELA at risk
percentages (64% to 47%) and an overall decrease in at risk in Math (64% to 49%).
We also saw an overall increase in CAASPP ELA (Low, Spring 2022, to Medium, Spring 2023) and Math (Very Low, Spring 2022, to Low, Spring 2023).
Analysis Statement: This transition to English Learner Networked Improvement Community (NIC) training allowed us to provide improved language instruction practices in these all grade levels translating to improved student achievement.

Action 2.2 ELD Student Support & Professional Development
Metrics: Percent of students making progress toward met or exceeded on Math CAASPP one year to the next and ready; Percent of students making progress toward met or exceeded on ELA CAASPP one year to the next and ready.
Effectiveness of Action: Somewhat effective
Data Statement: iready diagnostic 1 compared to iready diagnostic 3, we saw an overall decrease in ELA at risk
percentages (64% to 47%) and an overall decrease in at risk in Math (64% to 49%).
We also saw an overall increase in CAASPP ELA (Low, Spring 2022, to Medium, Spring 2023) and Math (Very Low, Spring 2022, to Low, Spring 2023).
Analysis Statement: MESD will contract for professional development in the area English Language Development (in conjuntion with Caruthers Unified School District). This English Learner Professional Development training allowed us to provide improved instructional practices in these all grade levels translating to improved student achievement.

Action 2.3 Broad Course of Study
Metrics: Provide English learners and low-income students with elective opportunities that enhance their knowledge of content standards through various opportunities to practice 21st Century learning.
Effectiveness of Action: Effective
Data Statement: Based on a schoolwide schedule audit, all 5th - 8th-grade students participated in elective opportunities throughout the year.
Analysis Statement: In conjunction with other LCAP actions, student iReady scores showed decreasing numbers of at-risk students from beginning of year to end of year. These actions appear to be effective in meeting the needs of unduplicated students.

Action 2.4 Extended Instructional Minutes
Metrics: Provide English learners, and low-income students with academic intervention during the school day.
Effectiveness of Action: Effective
Data Statement: iready diagnostic 1 compared to iready diagnostic 3, we saw similar ELA overall at risk
percentages (64% and 47%) and an overall decrease in at risk in Math (64% to 49%).

We also saw an overall increase in CAASPP ELA (Low, Spring 2022, to Medium, Spring 2023) and Math (Very Low, Spring 2022, to Low, Spring 2023).

Analysis Statement: Throughout the year, students were referred to RTI to receive additional individual/small group math and Tier 2 intervention during the regular school day. Staff created literacy centers for students who were provided appropriately leveled instructional support. Para-educators provided additional academic support within this structure as well. In conjunction with other LCAP actions, data indicates this was effective in impacting student academic achievement. These actions appear to be effective in meeting the needs of unduplicated students.

Action 2.5 Extended Learning and Academic Support
Metrics: Provide after-school tutoring, as well as summer school, at all grades, in all subject matters.
Effectiveness of Action: Somewhat Effective
Data Statement: Based on an internal review, 46% of our students stayed after school for individual/small group tutoring in ELA and Math. iready diagnostic 1 compared to iready diagnostic 3, we saw similar ELA overall at risk
percentages (64% and 47%) and an overall decrease in at risk in Math (64% to 49%).
We also saw an overall increase in CAASPP ELA (Low, Spring 2022, to Medium, Spring 2023) and Math (Very Low, Spring 2022, to Low, Spring 2023).
Analysis Statement: The data indicates after school tutoring, in conjunction with other LCAP actions, student achievement improved with the additional time to work on foundational skills, and basic concepts. These actions appear to be effective in meeting the needs of unduplicated students.

Action 2:6 Paraeducator Support
Metrics: Provide bilingual paraprofessionals and other paraprofessionals in grades TK - 4.
Effectiveness of Action: Somewhat Effective
Data Statement: Based on a review of 22-23, ELA and Math data, increasing para educator support staffing, including bilingual staff, to support academics in grades TK-4.
Analysis Statement: From iready diagnostic 1 to iready diagnostic 3, we saw an overall 17% decrease of at risk students in ELA, and an overall 15% decrease of at risk students in math on iReady scores during the 2023-24 school year. This demonstrates a continuing trend from iready data from the 2022-23 school year, when there had been an overall decrease of 8% for Math and 9% in ELA.
Based on this data and 2022 - 2023 CAASPP results, data indicates a positive impact.

Action 2.7 Supplemental Instruction
Metrics: Provide supplemental classroom instruction for English Learners and low income by purchasing supplemental books, materials and supplies to help support their learning.
Effectiveness of Action: Effective
Data Statement: CAASPP data indicates an overall increase in CAASPP ELA (Low, Spring 2022, to Medium, Spring 2023) and Math (Very Low, Spring 2022, to Low, Spring 2023).
Analysis Statement: Based on a review of purchases and instructional planning, purchasing materials such as iReady, Read 180, and MyAccess, in conjunction with other LCAP actions, student achievement improved in many grade levels. Teachers were able to supplement core instruction during the school day as learning gaps were identified.

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

N/A due to lapsation.

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

Goals and Actions

Goal

Goal #	Description
3	Student attendance is critical to academic success and overall growth and development. All students will increase attendance rates to address chronic absenteeism as measured through SchoolWise with the continuation of transportation; students will maintain current drop out rate of Zero.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate using three year average P2ADA/Enrollment	Based on previous years Dashboard data, MESD has maintained a 95+% overall attendance rate. Data Year: 2020-21 Data Source: Local Audit, SIS	Based on previous years Dashboard data, MESD has maintained a 94.86% overall attendance rate. Data Year: 2021-22 Data Source: Local Audit, SIS	Based on previous years Dashboard data, MESD has maintained a 94.22% overall attendance rate. Data Year: 2022-23 Data Source: Local Audit, SIS	Based on previous years Dashboard data, MESD has maintained a 94.5% overall attendance rate. Data Year: 2023-24 Data Source: Local Audit, SIS	The school attendance rate using three year average P2ADA/Enrollment for 2023-24 will be 96% Data Year: 2023-24 Data Source: Local Audit, SIS
Student chronic absenteeism rates	Based on 3 previous years Dashboard data, MESD has maintained a chronic absenteeism rate of approximately 6.41%, we are continuing this action. Data Year: 2019-20	Based on 3 previous years Dashboard data, MESD has maintained a chronic absenteeism rate of approximately 7.1%, we are continuing this action. Data Year: 2020-21	Based on Dashboard data, MESD chronic absenteeism rate rose to 16.0%, we are continuing this action. Data Year: 2021-22 Data Source: Dashboard; CALPADS EOY 3	Based on Dashboard data, MESD chronic absenteeism rate rose to 41.9%. Data Year: 2022-23 Data Source: Dashboard; CALPADS EOY 3	The student chronic absenteeism rates for 2022-23 will be <1% Data Year: 2022-23 Data Source: CALPADS EOY 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CALPADS EOY 3	Data Source: CALPADS EOY 3			
Student suspension rate	Based on previous 3 year average of .73% suspension rate, we are continuing this action. Data Year: 2020-21 Data Source: DataQuest	.01% of all students have been suspended .01% of EL students have been suspended .01% of low income students have been suspended Data Year: 2021-22 Data Source: SIS	0.6% of all students have been suspended 1.3% of EL students have been suspended 0.6% of low income students have been suspended Data Year: 2022-23 Data Source: SIS	1.1% of all students have been suspended 1% of EL students have been suspended 1.1% of low income students have been suspended Data Year: 2023-24 Data Source: SIS	The suspension rate will be: <1% for all students <1% for EL students <1% for low income students Data Year: 2023-24 Data Source: SIS
Student expulsion rate	Based on previous 3 year average of 0% expulsion rate, we are continuing this action Data Year: 2020-21 Data Source: DataQuest	0% of all students have been expelled 0% of EL students have been expelled 0% of low income students have been expelled Data Year: 2021-22 Data Source: SIS	0% of all students have been expelled 0% of EL students have been expelled 0% of low income students have been expelled Data Year: 2022-23 Data Source: SIS	0% of all students have been expelled 0% of EL students have been expelled 0% of low income students have been expelled Data Year: 2023-24 Data Source: SIS	The expulsion rate will be: 0.0% for all students 0.0% for EL students 0/0% for low income students Data Year: 2023-24 Data Source: SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
For Middle School Students: maintain a low to zero drop out rate	Based on previous 3 year average of 0% middle school drop out rate, we are continuing this action. Data Year: 2020-21 Data Source: Local Audit, SIS	0% Dropout Rate Data Year: 2021-22 Data Source: Local Audit, SIS	0% Dropout Rate Data Year: 2022-23 Data Source: Local Audit, SIS	0% Dropout Rate Data Year: 2022-23 Data Source: Local Audit, SIS	For Middle School students; Monroe will maintain a 0% drop out rate. Data Year: 2023-24 Data Source: Local Audit, SIS

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal, "Student attendance is critical to academic success and overall growth and development. All students will increase attendance rates to address chronic absenteeism as measured through SchoolWise with the continuation of transportation; students will maintain current drop out rate of Zero."

Action 3.1 Home to School Transportation
Implementation Status: 5 Full Implementation and Full Sustainability. This action was implemented as designed. The overall implementation of this action to achieve the articulated goal was done by MESD providing transportation to and from school every day school was in session. No substantive difference in planned action compared to actual implementation.

Overall Success: MESD continues to provide transportation to all students in our district on a daily basis, every day school is in session. This ensures that students had a reliable way to attend school to access the academic instruction/support offered.

Overall Challenges: We continue to experience a few challenges with some students not making it out to the bus stop in the morning at the correct time for pick-up and, therefore, missed the bus. When possible, a district employee drives the school van to pick these students up and bring to school. At times, parents will bring these students in their own vehicles, but parent/family is not always available to do this.
We believe this impacts multiple areas including attendance, student instructional time, and assessment scores.

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

Action 3.1 ALL Home to School (HTS) costs were moved to the General Fund, including those that encompassed HTS transportation after our extended learning program (MAP) .

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal, "Student attendance is critical to academic success and overall growth and development. All students will increase attendance rates to address chronic absenteeism as measured through SchoolWise with the continuation of transportation; students will maintain the current dropout rate of Zero."

Action 3.1 Home to School Transportation
Metrics: 3 - Provide Home to School Transportation for all students in District
Effectiveness of Action: Effective

Data Statement: Based on an internal transportation audit, 70+% of all students continued to utilize bus transportation throughout the year.

Analysis Statement: Transportation was provided to all students through busses. Routes included stops close to student homes, enabling all students to have convenient access. This led to maintaining greater than 70% student ridership and those students attending school. Our concern
is the consistent drop in ADA each year coupled with an increase in chronic absenteeism (21-22: 16%; 22-23: 41.9%). This year we hired a staff member
to monitor attendance, track SARB letters, and communicate with families to improve attendance for those with chronic absenteeism.

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

N/A due to lapsation.

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

Goals and Actions

Goal

Goal #	Description
4	Data suggests interest in improved/increased parent/guardian/community participation in school activities and parent education/support opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The LEA seeks parent input & promotes parental participation in programs for unduplicated students and students w/ special needs	Baseline established 20/163 = 12% Data Year: 2017-18 Participation in All Parents Association (APA): 30% Data Year: 2020-21 Data Source: Local Audit: Meeting sign in sheets and parents directly called to attend all meetings to increase participation	All Parent Participation: 39% EL Parent Participation: 38% Low-Income Parent Participation: 38% Data Year: 2021-22 Data Source: Local Audit: Meeting sign in sheets and parents directly called to attend all meetings to increase participation	All Parent Participation: 47% EL Parent Participation: 45% Low-Income Parent Participation: 45% Data Year: 2022-23 Data Source: Local Audit: Meeting sign in sheets and parents directly called to attend all meetings to increase participation	All Parent Participation: 54% EL Parent Participation: 51% Low-Income Parent Participation: 51% Data Year: 2023-24 Data Source: Local Audit: Meeting sign in sheets and parents directly called to attend all meetings to increase participation	Increase participation in APA to 50% (all parents) Increase participation in APA to 50% (low-income parents) Increase participation in APA to 50% (EL parents) Increase direct calls to parents inviting to meetings/events to 50% Data Year: 2023-24 Data Source: Local Audit: Meeting sign in sheets and parents directly called to attend all meetings to increase participation

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal, "Data suggests interest in improved/increased parent/guardian/community participation in school activities and parent education/support opportunities."

Action 4.1 Provide Parent Participation Opportunities
Implementation Status: 5 Full Implementation and Sustainability. This action was implemented as designed. This action contributed the meeting the over all goal by MESD providing opportunities for parents to attend activities such as field trips, parent connect meetings, LCAP input meetings, and promotion ceremonies.

No substantive difference in planned action compared to actual implementation.

Overall Successes: In 2023-24, 54% of our parents participated in activities throughout the year, including APA meetings, field trips, parent teacher conferences, etc. We were able to provide translators at each, in person meeting, and at a few offered child care.

Overall Challenges: The challenge we continue to face in 23-24 continues to be finding a time that is convenient for representatives from all Educational Partners to gather together. With parents holding so many different work schedules, home responsibilities, and transportation responsibilities, some time frames provide better opportunities than other times for parents to participate.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four supported the progress toward meeting the goal, "Data suggests interest in improved/increased parent/guardian/community participation in school activities and parent education/support opportunities."

Action 4.1 Provide Parent Participation Opportunities
Metrics: Meeting sign in sheets and parents directly contacted to attend all meetings to increase participation
Effectiveness of Action: Effective
Data Statement: Based on a 23-24 internal audit, MESD was able to provide a variety of ways for parents to participate and engage in school related activities and parent education/support opportunities. An overall increase in participation suggests we are headed in the right direction:
All Parent Participation: in 23-24: 54% Overall; EL Parent Participation: 51%; Low-Income Parent Participation: 51%.
Analysis Statement: Having fully returned to regular operations and activities after COVID, parents from all educational partners are participating more in school related activities. We see this through their attendance during PTC conferences, extra curricular activities, parent meetings, academic ceremonies, etc.

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

N/A due to lapsation.

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

Goals and Actions

Goal

Goal #	Description
5	Improve and/or increase services to support a safe, engaging, and inclusive school environment that address the social-emotional and physical well-being needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Positive School Climate and Sense of Safety	92.9% Safety: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) 92.9% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) Data Year: 2020-21 Data Source: Local LCAP Survey 2021	91.3% Safety: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff): Parents: 88% Students: 93% Staff: 93% 91.3% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) Parents: 88% Students: 93% Staff: 93% Data Year: 2021-22 Data Source: Local LCAP Survey	85% Safety: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff): Parents: 86% Students: 80% Staff: 90% 87% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) Parents: 82% Students: 85% Staff: 95% Data Year: 2022-23 Data Source: Local LCAP Survey; Healthy Kids Survey	Local LCAP Survey was conducted using Caruthers Unified provided survey for parents, community, staff, and students. 100% safety: Strongly agree/agree (collectively compiled results for parents, students, staff through ELP program - all respondents indicated positive climate and safety in District) Data Year: 2023-24 Data Source: results compiled using CUSD LCAP Survey; Healthy Kids Survey; FRESH Survey	95% Safety: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) 95% School Climate: Strongly Agree/Agree (survey response collectively compiled results for parents, students, and staff) Data Year: 2023-24 Data Source: Local LCAP Survey Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Continue implementation of positive behavior interventions, the cornerstone to PBIS	No current baseline data. Investigate and create a system to track student contact and support data. Data Year: 2019-20 Data Source: Internal Audit	PBIS Support: • 16% of all students received additional PBIS support (Tier 2) • 14% of all EL Students received additional PBIS support (Tier 2) • 16% of all Low-Income Students received additional PBIS support (Tier 2) Data Year: 2021-22 Baseline: Internal Audit	PBIS Support: • 4% of all students received additional PBIS support (Tier 2 and 3) • 7% of all EL Students received additional PBIS support (Tier 2 and 3) • 4% of all Low-Income Students received additional PBIS support (Tier 2 and 3) Data Year: 2022-23 Data Source: Internal Audit	PBIS Support: • 5% of all students received additional PBIS support (Tier 2 and 3) • 3% of all EL Students received additional PBIS support (Tier 2 and 3) • 3% of all Low-Income Students received additional PBIS support (Tier 2 and 3) Data Year: 2023-24 Data Source: Internal Audit	Decrease in contact and support instances year to year. Data Year: 2023-24 Data Source: Internal Audit
Other Pupil Outcomes: All students attend a refresher course on "CHARGE" behavior as described in PBIS guidance	100% student attendance Data Year: 2019-20 Data Source: Local Audit	100% student attendance Data Year: 2021-22 Data Source: Local Audit	100% student attendance Data Year: 2022-23 Data Source: Local Audit	100% student attendance Data Year: 2023-24 Data Source: Local Audit	Maintain 100% attendance in refresher course Data Year: 2023-24 Data Source: Internal Audit

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Five supported the progress toward meeting the goal, "Improve and/or increase services to support a safe, engaging, and inclusive school environment that address the social-emotional and physical well-being needs of all students."

Action 5.1 Proceed with PBIS Implementation
Implementation Status 5: Full Implementation and Sustainability. This action continues to be implemented as designed. The overall implementation of
this action to achieve the articulated goal is done by MESD providing all school assemblies and resources to support positive student behaviors to use in classrooms and around campus throughout the school year.

No substantive difference in planned action compared to actual implementation.

Overall Success: MESD continues to provide resources and support for students on an increased basis. Staff ensure that students have resources and support to address behavioral, social-emotional, and physical needs throughout the year. MESD continues to improved
the internal tracking method to document the numbers of students accessing PBIS resources/support throughout the year. We believe that this will only continue to improve as we move forward.

Overall Challenges: One of the greatest challenges we face was acquiring parent permission to provide additional counseling and psychological support for students. We believe a variety of factors play into this challenge and are working to determine how we can better address concerns of privacy, "labeling", the perception of negative views from other students and families toward those who receive support services.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Five supported the progress toward meeting the goal, "Improve and/or increase services to support a safe, engaging, and inclusive school environment that address the social-emotional and physical well-being needs of all students."

Action 5.1 Proceed with PBIS Implementation
Metrics: Provide on-going training and support for the PBIS team, students, and school staff.
Effectiveness of Action: Effective
Data Statement: Overall behavior referrals has remained consistent from 22-23 to current in 23-24.
Analysis Statement: During the 22-23 school year we worked to improve our system by which we document the number of referrals and methods of support provided. We have been able to further develop and improve upon our PBIS support and documentation system during the 23-24
school year without any major impacts on the regular school day. This, coupled with continued focus on mental and emotional health support and improved Student Study Team/Intervention processes, allows us to provide intervention and prevention strategies with students that lead to a decreased number in the instances of more severe behavior issues. We will continue with this system.

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

Due to the lapsation in progress between Monroe Elementary School District and Caruthers Unified School District, Monroe elected to partner with CUSD to conduct all LCAP educational partners surveys and invite Monroe educational partners to participate in CUSD community meetings to provide input into the 24-25 LCAP. Results and relevant data from surveys and meetings will be reflected in the CUSD LCAP data reporting. This shift limited access to school climate and school safety data that has been gathered from past LCAP surveys. The Positive School Climate and Sense of School Safety data was collected through the FRESH Survey this year in lieu of the Healthy Kids Survey.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

- o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - ▪ The reasons for the ineffectiveness, and
    - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,532,052.00	$2,646,046.00

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	Basic Instruction and Administration	No	$938,293.00	935,730.00
1	1.2	Safe and Healthy School Environments	No	$196,317.00	263,281.00
1	1.3	District/Site Support	No	$243,099.00	295,303.00
1	1.4	School Counseling and Social-Emotional Support	Yes	$79,595.00	71,145.00
2	2.1	Students With Disabilities support	No	$38,669.00	25,911.00
2	2.2	ELD Student Support & Professional Development	No	$13,000.00	2,999.00
2	2.3	Supplemental Enrichment Electives	Yes	$145,225.00	154,980.00
2	2.4	Extended Instructional Minutes	Yes	$153,260.00	135,295.00
2	2.5	Extended Learning and Academic Support	No	$134,765.00	137,144.00
2	2.6	Paraeducator Support	Yes	$300,745.00	342,645.00

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)
2	2.7	Supplemental Instructional Materials, Curriculum and Supplies	Yes	$66,097.00	41,569.00
3	3.1	Home to School Transportation	No	$123,417.00	145,383.00
4	4.1	Provide Parent Participation Opportunities	Yes	$98,570.00	93,661.00
5	5.1	Proceed with PBIS Implementation	No	$1,000.00	1,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
719,031.00	$834,092.00	$718,485.00	$115,607.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	School Counseling and Social-Emotional Support	Yes	$79,595.00	71145.00	0%	
2	2.3	Supplemental Enrichment Electives	Yes	$135,825.00	34,170.00	0%	
2	2.4	Extended Instructional Minutes	Yes	$153,260.00	135,295.00	0%	
2	2.6	Paraeducator Support	Yes	$300,745.00	342,645.00	0%	
2	2.7	Supplemental Instructional Materials, Curriculum and Supplies	Yes	$66,097.00	41,569.00	0%	
4	4.1	Provide Parent Participation Opportunities	Yes	$98,570.00	93,661.00	0%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,599,354.00	719,031.00	6.27	51.228%	$718,485.00	0.000%	44.923%	$100,825.50	6.304%