LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colton Joint Unified School District
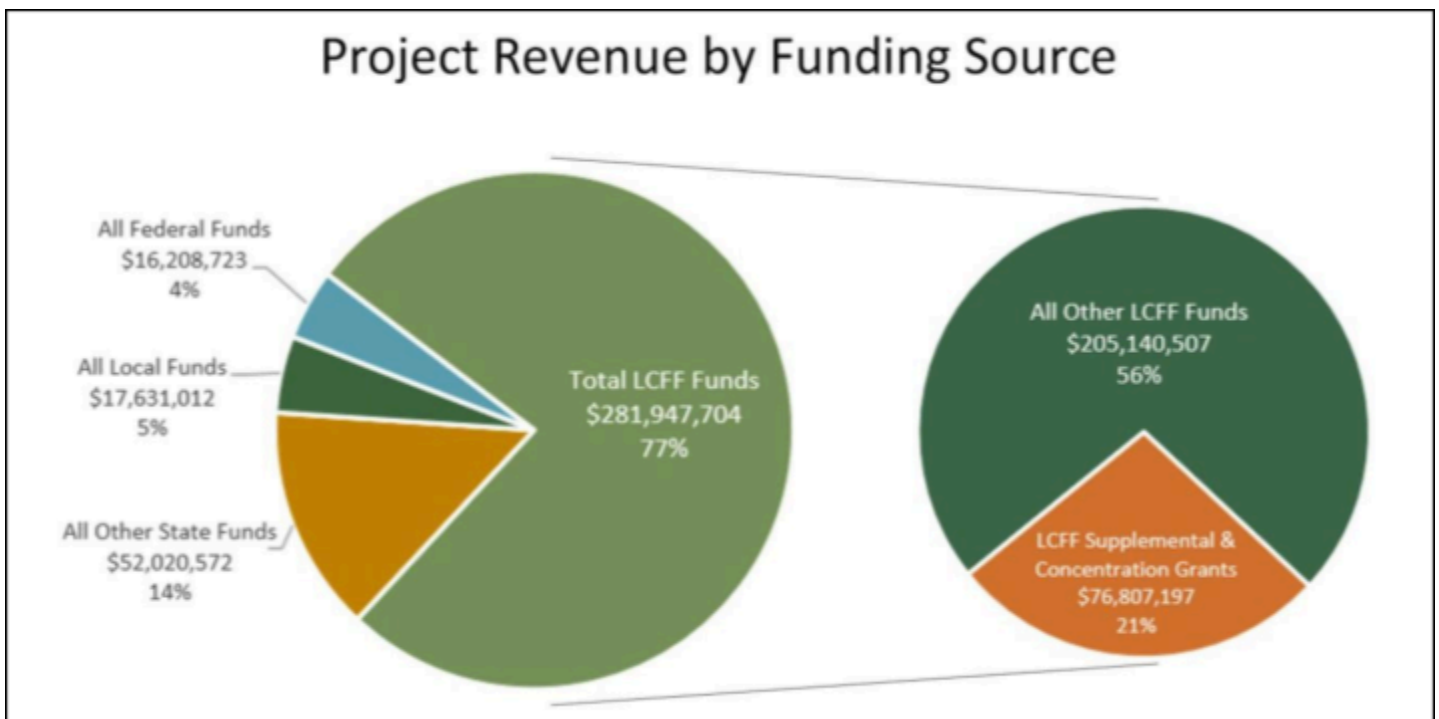
CDS Code: 36676860000000

School Year: 2024-25

LEA contact information: Tina Petersen, 909-580-5000, lcap_info@cjusd.net

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

Project Revenue by Funding Source

All Federal Funds
$16,208,723
4%

All Local Funds
$17,631,012
5%

All Other State Funds
$52,020,572
14%

Total LCFF Funds
$281,947,704
77%

All Other LCFF Funds
$205,140,507
56%

LCFF Supplemental &
Concentration Grants
$76,807,197
21%

This chart show the total general purpose revenue Colton Joint Unified School 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 Colton Joint Unified School District is $367,808,011.00, of which $281,947,704.00 is Local Control Funding Formula (LCFF), $52,020,572.00.00 is other state funds, $17,631,012.00 is local funds, and $16,208,723.00 is federal funds. Of the $281,947,704.00 in LCFF Funds, $76,807,197.00 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 $414,333,638

Total Budgeted Expenditures in the LCAP $90,651,114
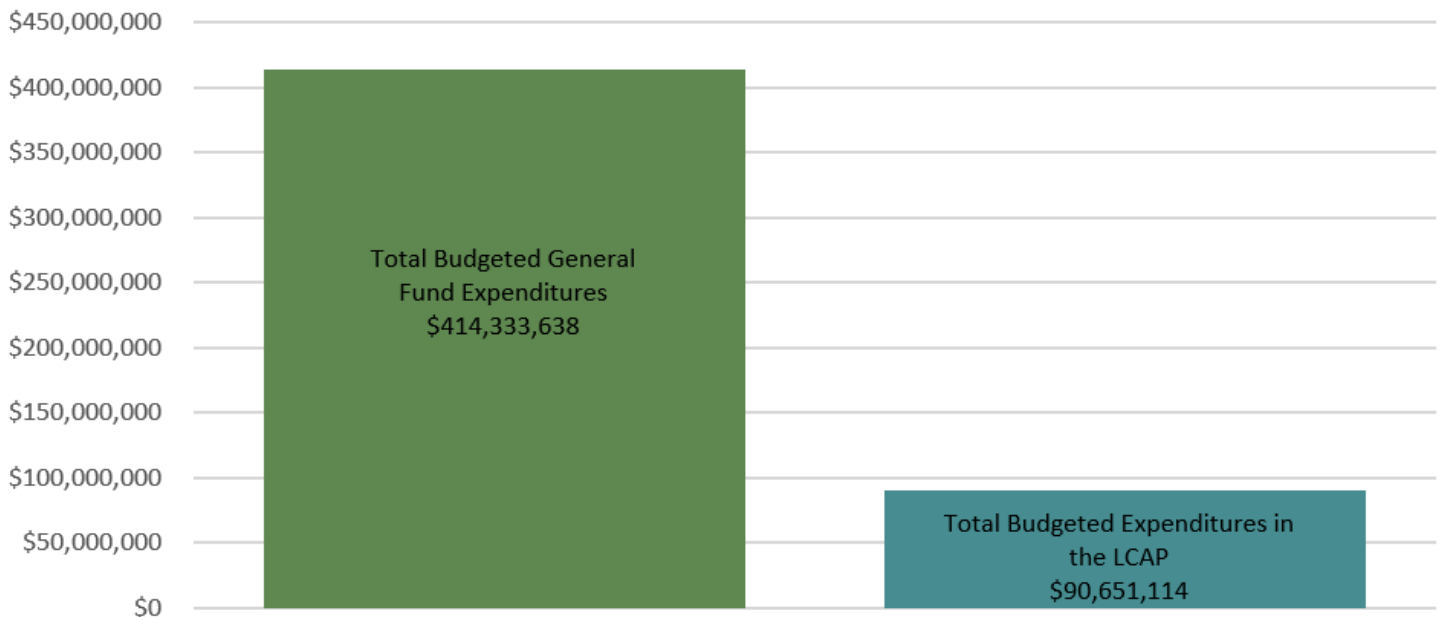
This chart provides a quick summary of how much Colton Joint Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the

The text description of the above chart is as follows: Colton Joint Unified School District plans to spend $414,333,368.00 for the 2024-25 school year. Of that amount, $90,651,114.00 is tied to actions/services in the LCAP and $323,682,524.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
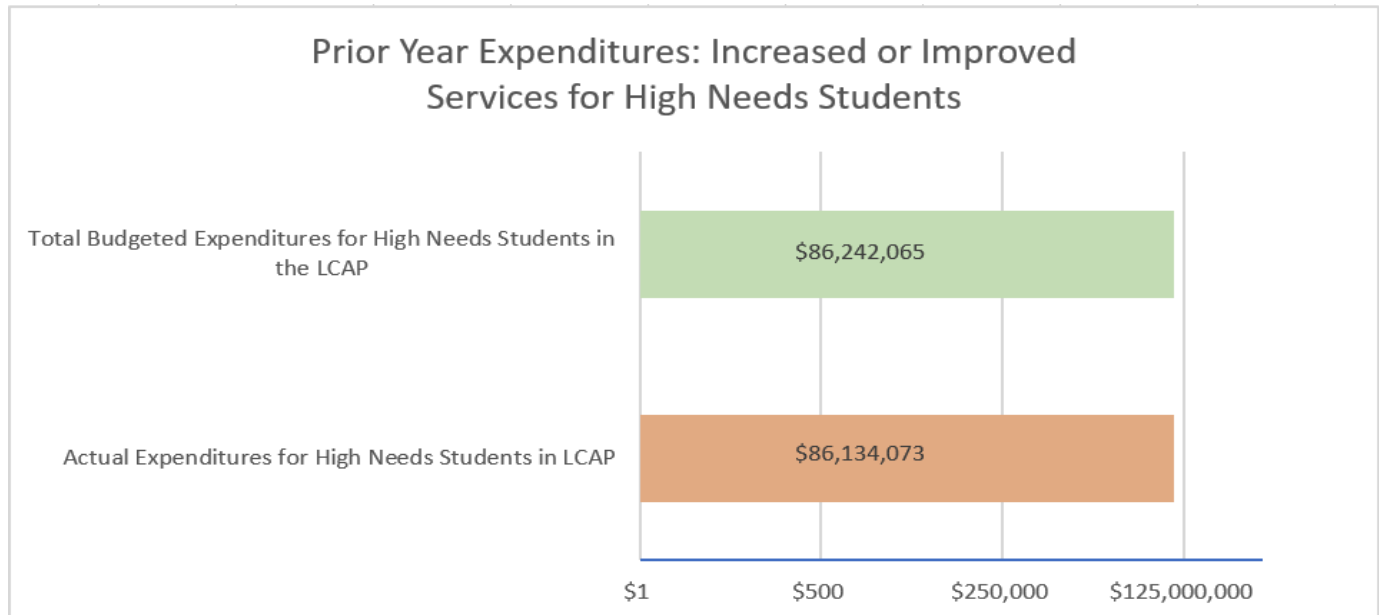
General Fund Expenditures not included in the Local Control and Accountability Plan include staffing, textbook adoption, professional development, facility maintenance and general operating expenses in support of instruction.

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

In 2024-25, Colton Joint Unified School District is projecting it will receive $76,807,197.00 based on the enrollment of foster youth, English learner, and low-income students. Colton Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colton Joint Unified School District plans to spend $82,824,746.00 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	$86,242,065
Actual Expenditures for High Needs Students in LCAP	$86,134,073

$1 $500 $250,000 $125,000,000

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

The text description of the above chart is as follows: In 2023-24, Colton Joint Unified School District's LCAP budgeted $86,242,065.00 for planned actions to increase or improve services for high needs students. Colton Joint Unified School District actually spent $86,134,073.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $107,922.00 had the following impact on Colton Joint Unified School District's ability to increase or improve services for high needs students:

Multiple programs struggled to hire and retain qualified staff, including our English and Spanish instructional assistants, TOA's, and AVID support staff. The shortage of substitutes affected field trips, conferences, and teacher collaboration. Federal and state funding offset the district's use of supplemental and concentration grant funding.

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
Colton Joint Unified School District	Tina Petersen, Ed.D. Assistant Superintendent, Educational Services Division	lcap_info@cjusd.net 909-580-5000

Goals and Actions

Goal

Goal #	Description
1	Equitable Access for ALL: Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students passing AP Exams with a 3 or higher. State Priority: 4, 7, 8	47.4% (2020)	34.0% (2021 updated)	41% (2022)	35.0% (2023)	50.4% of students passing AP exams with a 3 or higher.
Percentage of Seniors completing UC a-g requirements. State Priority: 4, 7, 8	28.3% (2020)	28.4% (Revised May 2023)	26.0% (2022)	25.9% (2023)	31.3% of Seniors completing UC a-g requirements.
Percent of students determined prepared on Early Assessment Program (EAP). State Priority: 4, 7, 8	ELA: 46.4% (2019) Math: 15.6% (2019)	Metric unavailable on CA Dashboard in 2021.	Metric unavailable on CA Dashboard in 2022.	ELA: 38% (2023) Math: 13% (2023)	ELA: 52.4% of students and Math: 30.59% of students scoring prepared on the Early Assessment Program (EAP).

Percent of Seniors completing Career Pathways. State Priority: 4, 7, 8	30.7% (2020)	18.0% (2021)	10.3% (2022)	17.3% (2023)	36.7% of Seniors completing Career Pathways. Decreased for 2023-24 to 20%.
Percent of LCAP survey respondents who feel students have access to a comprehensive course of study, including programs and services developed and provided to unduplicated students and students with exceptional needs. State Priority: 7	75% (2021)	68% (2021-22)	75% (2022-23)	82% (2023-24)	81% of LCAP survey respondents who feel students have access to comprehensive course of study.
English Learner Reclassification Rates. State Priority: 4	3.3% (2021)	7.7% (2022)	12% (2023)	13.5% (2022-23)	17% of English Learners reclassified.
Percentage of students total and across student groups enrolled in GATE K-6. State Priority: 4, 7, 8	10% (2021)	5% (2021-22)	13% (2022-23)	11% (2023-24)	13% of students total and across student groups enrolled in GATE K-6.
Percentage of students in Least Restrictive Environment. State Priority: 4, 7, 8	24.5% (2018-19)	21.4% (fall 2021)	19.1% (Fall 2022)	18% (Fall 2023)	17.4% of students enrolled in the Least Restrictive Environment.

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.

Overall, CJUSD had a successful year in implementing Goal 1 which is our Equity goal to provide equitable access to all CJUSD students. The district largely succeeded in adhering to its planned actions, though some differences in implementation were noted.

-1. English Learner Support: Actions 1-7, and 33 were successfully implemented and focused on providing an equitable environment, staffing support, and student support for English Learners. Language Support Services staff, counselors, curriculum program specialists, teachers, bilingual instructional assistants, and administrators were able to successfully support teachers in implementing and changing lesson planning across the district focusing on language objectives, content objectives, ELD strategies, and differentiation strategies and provide feedback to teachers. In addition, a district-wide walkthrough tool was developed and implemented to provide feedback to teachers in support of first instruction and support for English Learner students. One area of difficulty was in not being able to hire all bilingual instructional assistants due to shortages in hiring pool (Action 33). This had limited impact as most sites had not previously had a bilingual instructional assistant. Our Language Assessment Center faced challenges from short-staffed due to attrition at different points throughout the year but were successfully able to provide assessment data and properly place all students as they entered and exited the district as well as provide support for ELPAC testing and support for data collection throughout the year. EL Counselors, TOA's, and site leads coordinated successfully supported our English learners to improve academically and stay on track to graduate. We continue to successfully implement and increase the number of sites and grades in our dual immersion program. We have 1 school fully implemented K-6, two others TK-2 and a new school that is in their planning year to open TK and K in the Fall of 2024.

-2. Special Education: Actions 8-10 are focused on Special Education students. The district has been focused on inclusionary practices and have continued to increase the number of students in the general education program. Teachers and materials are successfully supporting this growth.

-3. Career Technical Education-AVID-GATE: Actions 12-17 (CTE) and 18-20 (AVID) are focused on preparing students to be college and career ready. Successes include continuing to offer over 25 CTE pathways across the district's high school campuses. LCAP support for pathways and work-based learning will allow us to offer an internal work-based learning internship program this summer, the GTHS Engineering Program was named a Project Lead the Way Distinguished Program. We continue to partner with CRY-ROP to collaborate on our implementation of CTE and have been successful in this work. Due to the focus on EL professional learning and lack of subs, we were not able to hold some of our CTE Professional learning activities (Action 15). We believe this had limited impact as teachers were learning EL strategies and support and those affected instruction in a positive way for all students. AVID (actions 18-20) continues to provide opportunities for our students to be successful at our school sites with over 70% of seniors achieving A-G requirements and successfully provides teachers, instructional materials, field trips, and tutors to support academic growth. There were some sites that could not hire all tutors (Action 18) due to lack of tutors available so they gave more hours to those they did hire, or the teacher stepped in to provide the support during these breakout groups, or student leaders supported the work. GATE (actions 21-25) supports our GATE teachers and the success of our GATE students in providing enrichment opportunities and co-curricular support through curriculum and field trips to accelerate learning and were implemented as planned.

-4. Library and Technology Support: The LCAP continues to successfully support implementation of our District Library program (actions 26-29) with Librarians at middle school and technicians throughout the district. Librarians supplement the core academic subjects and provide collections of books both physical and electronic to support student literacy. Our school and classroom libraries continue to improve and the addition of books in Spanish and English support our English Learner and Dual Immersion students with literacy support. In addition, our Student access to Technology (action 11) continues to be successfully implemented and continues to provide 1 to 1 chromebooks, and technology in the classroom to support student learning.

-5. Visual and Performing Arts: The District now has a Visual and Performing Arts Plan that is supported by LCAP actions 30-32 and 34-36. All actions were successfully implemented as planned and are providing musical instruments, theater materials, arts materials, field trip opportunities and support for teachers and district music and band programs at all school sites.

-6. Extra-curricular Activities: Action 37 and 38 have been implemented successfully by supporting our Middle School Intramural program with coaches and equipment to allow them to compete against each other and student field trips at all schools to support learning tied to the curriculum. Action 40 for athletic equipment was implemented as planned.

-7. Design Plan Implementation: Action 42 supports the implementation of the district design plan. This action was successfully implemented as we implemented our Professional Learning Framework at 10 sites. In addition we began to tackle our equity pillar by hiring an equity coordinator to focus on specific issues as well as support our district in Differentiated Assistance. We successfully began implementing a plan to improve the experiences of our African American students as a result of their student voice interviews and focused on providing resources to our foster youth families to decrease absenteeism.

-8. Actions 39 and 41 were no longer in the LCAP from prior years.

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

In Goal 1 Equitable Access For All there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services including:

Goal 1, Actions 13, 16, 20-21, 27, 31, 34: These actions and services all had classified staff and certificated salaries as part of the budgeted expenditures. Each of these actions were over budget due to a 6% on contract and 3% off contract salary increase negotiated for the school year.

Goal 1, Actions 8, 22-23, 30, 32: Funding from these actions were not spent due to other funding sources that were used to support these actions.

Goal 1, Action 15: This action for CTE/LL Professional Development was under budget due to EL professional development that was required and a lack of substitute teachers and/or too many days out of the classroom so some professional development was put on hold.

Goal 1, Action 17: The CTE ROP Program was over budget a small amount due to rising costs to provide required services.

Goal 1, Action 18: AVID Site Support was under-budget due to the inability to find the number of AVID Tutors to support the program and many positions stayed open.

Goal 1, Action 24: Gate Middle School Funding was over-budget due to increased cost for instructional materials purchased and field trips.

Goal 1, Action 33: Bilingual Instructional Assistants was under-budget as we were unable to hire the needed assistants throughout the year and/or assistants resigned from positions and therefore funds went unspent.

Goal 1, Action 37: Student Field Trips were under-budget due to other funding sources used for field trips, lack of substitutes at different times during the school year, and some transportation shortages.

Goal 1, Action 38: Intramurals were under-budget as there were not as many needs regarding equipment this year and programs were sufficiently funded.

Goal 1, Action 42: The Design Plan implementation was slightly over-budget due to increasing our work with NCEE as part of our design plan, the hiring of an equity coordinator, and the Footsteps to Freedom field trip our AAPAC leaders are attending as a result of Differentiated Assistance work.

Goal 1 Actions 1-7,9-12, 14, 19, 25-26, 28-29, and 35-36 did not have material differences in budgeted expenditures and estimated actual expenditures.

Goal 1 Actions 39 and 41 were not longer in the LCAP from prior years.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 1 which focuses on equitable access for all, varied across the different actions.

-1. English Learner Support (Actions 1-6, 33): These actions included support for students from the Language Assessment Center, Language Support Services, site support including support for instruction and technology, and intervention support with i-station were implemented effectively over the course of the three years. The EL reclassification rate improved from 3.3% baseline to 7.7 in Year 1, to 12% in year 2, to 13.5% in year 3, proving effectiveness. Another metric that showed growth over the years is increasing the percentage of students on the ELPAC increased from 42% baseline which was pre-pandemic to 46.8% in year 3. Due to their effectiveness we will continue to increase these percentages through continued implementation of these actions.

-2. Dual Immersion (Actions 5 and 7): The implementation of Dual Immersion at additional school sites during this 3-year LCAP period is showing effectiveness at the K-1 level. English Learner Reclassification improved from 3.3% baseline to 13.5% in year 3. Another metric that did show growth is our K-1 Reading Fluency results on our DIBELs Metric increasing the percentage of Kindergarten students from 20% baseline to 44% year 3 above the 29% desired outcome. Similarly, 1st grade baseline went from 29% baseline to 52% in year 3 above the 38% desired outcome.

-3. Special Education (Actions 8-10): The implementation of these actions was effective and consistent. The Goal 1 metric to reduce the number of students not in the least restrictive environment began at 24.5% as baseline and decreased to 21.4% year 1, 19.1% year 2, and 18% in year 3. We successfully decreased the number each year and believe these actions supported the overall goal to provide inclusive education and equity and we plan to continue these actions. In the future these actions will be measured using CAASPP ELA and Math scores for students with disabilities.

-4. Technology (Action 11): This action was effective in that the ability to provide access to instructional technology needed to access courses and materials was provided to all students. This showed in meeting the metric for the percent of LCAP survey respondents who feel students have access to a comprehensive course of study including programs and services developed and provided to unduplicated students and students with exceptional needs. This Goal 1 metric began at 75% baseline and improved to 82% in Year 3 which is 1% above the desired outcome of 81%.

-5. Career Technical Education (Actions 12-17): These actions were effectively implemented. The baselines for metrics were established using data from 2019, before the impact of COVID-19. Although there was no growth from baseline to year 3, the district began to recover and show progress as 10.3% of Seniors completing pathways year 2 and improved year 3 to 17.3% completing pathways. This indicates the action has been effective and suggests that changes to the action are not necessary. The metrics for these actions have changed to include seniors completing pathways, seniors completing both a-g and pathways, and survey questions for students and teachers as to impact of professional development and access to pathways.

-6. AVID (Actions 18-20): AVID actions were effectively implemented and they were effective in that 73.2% of AVID students met a-g requirements compared to 27% for the whole district. Due to continued implementation of these actions we believe we will continue to increase the percentages of AVID students who meet a-g requirements in the next three years.

-7. GATE (Actions 21-25): GATE actions were effectively implemented. In year 2 we had met the goal of 13% but changed the way we tested last year which we feel was a cause of a slight decrease to 11%. CJUSD feels these actions are necessary and help support advancing students with providing more activities and assignments. We believe that the metric should be based on academic achievement and therefore we plan to continue this action but changing the metrics to using I-ready diagnostics for Reading and Math and a survey to students regarding the value of the acceleration activities they take part in.

-8. Libraries (Actions 26-29) Llibrary actions were effectively implemented. The baselines for metrics were established using data from 2019, before the impact of COVID-19. Although there was no growth from baseline to year 3, the district began to recover and show progress the last 2 years. We have

seen an increase in students meeting a-g requirements from 25% in Year 2 to 25.9% in Year 3. This indicates the action has been effective and suggests that changes to the action are not necessary. The metrics for these actions have changed to include academic assessments in i-ready for elementary and MAPS for Secondary ELA and Math.

-9. Visual and Performing Arts (Actions 30-32, 34-36): This action was effective in that the ability to provide access to Visual and Performing Arts elective courses, co-curricular activities and extra-curricular programs and materials was provided to all students. This showed in meeting the metric for the percent of LCAP survey respondents who feel students have access to a comprehensive course of study including programs and services developed and provided to unduplicated students and students with exceptional needs. This Goal 1 metric began at 75% baseline and improved to 82% in Year 3 which is 1% above the desired outcome of 81%.

-10. Access to Extra and Co-Curricular Activities. (Actions 37-38, 40): This action was effective in that it provided students access to extra-curricular activities with MS intramurals, support for high school athletics, and co-curricular field trips to enrich student learning. Effectiveness was shown in meeting the metric for the percent of LCAP survey respondents who feel students have access to a comprehensive course of study including programs and services developed and provided to unduplicated students and students with exceptional needs. This Goal 1 metric began at 75% baseline and improved to 82% in Year 3 which is 1% above the desired outcome of 81%.

-11. Design Plan Implementation (Action 42): The design plan activities were effectively implemented. The baselines for metrics were established using data from 2019, before the impact of COVID-19. Although there was no growth from baseline to year 3, the district began to recover and show progress the last 2 years. We have seen an increase in students meeting a-g requirements from 25% in Year 2 to 25.9% in Year 3. This indicates the action has been effective and suggests that changes to the action are not necessary. The metrics for these actions have changed to include academic indicators for CAASPP ELA and Math.

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.

After discussions with our educational partners and review by the LCAP writing committee it was determined to keep the same planned goal for Goal 1, Equitable Access for All.

Changes to Metrics:

Metric 1, 2, 4, 5, 6 will stay in Goal 1 for the 2024-25 LCAP. Metric 3 regarding EAP is now in Goal 2, Metric 7 which includes the percentage of students enrolled in GATE has been taken out of the LCAP, and Metric 8 regarding least restrictive environment has been added to Goal 2. Added metrics to the 2024-25 LCAP include, M1.4 increasing the percentage of Ellevation monitoring forms for struggling students, M1.7 a metric combining the percentage of students who completed both a-g requirements and a CTE pathway. Survey metrics were added to determine the percentage of students who felt their work-based learning experiences contributed to increased motivation and engagement (M1.8) and whether materials, equipment and supplies in classrooms contributed to skill development (M1.10). Also, new metrics were provided to determine the percentage of CTE/LL teachers who felt their professional development supported instruction practices for unduplicated students (M1.9), maintaining determination of standard met on local indicator 7 (M1.16), whether participation in intramurals helped students be more successful in school (M1.17), and maintain determination of standard met on local indicator 2 (M1.19). Some metrics were moved to Goal 1 including metrics for English Proficiency (ELPI M1.5) and the College and Career Indicator

(CCI) moving from Goal 2 to Goal 1 (M1.13) and metrics for pacing guide completion (M1.18), instructional materials findings (M1.20), and facilities findings (M1.21) moved from Goal 5 to Goal 1. Most metrics now include subgroup measures.

Since we will be completing a new 3-year LCAP Plan, new baselines were set and all targeted outcomes were re-established.

Changes to Actions:

Actions 1-3,5,12, 15, 17, 25, 33, 36, 37, 38, and 40 did not change other than numbering and metrics added to the end of the descriptions. Actions 4 and 6 were combined for instruction and technology for our EL students. Actions 5 and 7 were combined as both support the work in Dual Immersion. Actions 13, 14, and 16 were combined into one action as they all relate to work-based learning. Actions 18 and 20 were combined into one action as they both focus on AVID support. Actions 31 and 34 were combined as they all relate to VAPA teacher support and Actions 30, 32, and 35 were combined as they support VAPA at the school sites. Actions 8-10 for Special Education, 11 for technology, 19 for PSAT Testing, 21-24 for GATE, and 26-29 for Libraries were moved to Goal 2 as they better support the student achievement goal. Secondary Elective Textbooks which was Goal 5, Action 7 is being moved into goal 1.

All Action descriptions now contain the corresponding metric to measure the effectiveness of the action.

Deletions to Metrics:

There were no metrics deleted.

Deletions to Actions:

Actions 39 and 41 were removed in prior LCAPs.

Justification for Continuing Actions Not Effective:

As noted in the effectiveness question above, the only actions that did not prove effective were the GATE actions 21-25. The metric used for the actions were the percentage of students who qualified for GATE. This past year we changed the way we test GATE students which resulted in a lower number of students qualifying for GATE. Using the percentage of students qualifying is not a valid way of measuring the effectiveness of the GATE program. Community Partners believe that the opportunities that are offered to students as a result of the LCAP result in improved performance for our GATE students. Therefore, the actions were combined into one action and moved to goal 2 under Student Achievement. In addition, changes need to be made to show improved academic performance so we have included new metrics for 2024-25 which include I-ready results in ELA and Math (M2.7) and a survey to gauge student engagement (M2.14).

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	Student Achievement: Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 90% or higher Dashboard Graduation Rate. State Priority: 4, 5	90.6% (2020)	80.7% (2021)	87.2% (2022)	86% (2023)	92.6% Dashboard Graduation Rate. Changed to 90% for 2023-24
Increase percentage of students prepared on the College and Career Readiness Indicator by 3%. State Priority: 4, 7, 8	52.2% (2020)	Not available on CA Dashboard in 2021	Not available on CA Dashboard in 2022	26.9% (2023)	56.2% of students prepared on the College and Career Readiness Indicator
Increase percentage of students who meet or exceed in English Language Arts on CAASPP by 3%. State Priority: 2, 4, 7, 8	ELA: 38.6% (2019)	ELA: 38.2% (2021)* *7th, 8th, and 11th grade only	ELA: 31% (2022)	ELA: 29% (2023)	47.6% of students who meet or exceed in English Language Arts on CAASPP Changed to 36% for 2023-24
Increase percentage of students who meet or exceed in Mathematics on the CAASPP by 3%. State Priority: 2, 4, 7, 8	Math: 25.1% (2019)	Math: 15.8% (2021)* *7th, 8th, and 11th grade only	Math: 17% (2022)	Math: 19% (2023)	34.1% of students who meet or exceed in Mathematics on the CAASPP. Changed to 22% for 2023-24

Increase the percentage of students making progress towards English Proficiency on ELPAC Scores by 3%. State Priority: 2, 4, 7, 8	42% (2019)	39.7% (2021)	43.3% (2022)	46.8% (2023)	48% of students making progress towards English proficiency on the ELPAC
K-1 Reading Fluency DIBELS at or above benchmark. State Priority: 4, 8	K: 20% (2021) 1st: 29% (2021)	K: 27% (2022) 1st: 29% (2022)	K: 45% (2023) 1st: 51% (2023)	K: 44% (2024) 1st: 52% (2024)	K: 29% and 1st: 38% of students at or above benchmark on DIBELS reading fluency.
iReady Diagnostic results grades 2-6 at Tier 1. State Priority: 4, 8	Reading: 39% (2021) Math: 27% (2021)	Reading: 31% (2022) Math: 27% (2022)	Reading: 34% (2023) Math: 25% (2023)	Reading: 35% (2024) Math: 28% (2024)	Increase the number of Tier 1 students in grades 2-6 on iReady Reading to 48%, and Math to 36%.
PSAT results for grades 7-10. State Priority: 4	Avg. Total Score: 22% (2020) EBRW: 21% (2020) Math: 31% (2020)	EBRW: 27% Math: 24%	EBRW: 28% Math: 17%	EBRW: 26% Math: 13%	Increase EBRW to 30% and Math to 40% on the PSAT for grades 7-10.

| NWEA MAP Assessment Growth Grades 7-11. State Priority: 4 | Not a metric in 2021/22 | Math
7: 39%, 8 39%, 9 42%, 10 38%, 11 38%

Language Use
7 39%, 8 48%, 9 38%, 10 35%, 11 34%

Reading
7 38%, 8 32%, 9 32%, 10 25%, 11 28%

Science
7 37%, 8 35%, 9 34%, 10 34%, 11 N/A | Math:
Grade 7 - 37%
8-41%
9-52%
10-48%
11-50%
Language Use:
Grade 7-33%
8-48%
9-50%
10-46%
11-48%
Reading:
Grade 7-29%
8-39%
9-41%
10-46%
11-48%
Science
Grade 7-32%
8-37%
9-43%
10-40%
11-N/A | Math:
Grade 7: 38.8%
Grade 8: 54.9%
Grade 9: 55.1%
Grade 10: 50.4%
Grade 11: 53.2%
Language Use:
Grade 7: 34.6%
Grade 8: 43.5%
Grade 9: 45.5%
Grade 10: 39.1%
Grade 11: 40.8%
Reading:
Grade 7: 31.7%
Grade 8: 42.1%
Grade 9: 42.64%
Grade 10: 39.2%
Grade 11: 42.3%
Science:
Grade 7: 35.2%
Grade 8: 35.5%
Grade 9: 41.2%
Grade 10: 38.1% | Math:
7: 45%
8: 45%
9: 48%
10: 44%
11: 44%
Language Use
7: 45%
8: 54%
9: 44%
10: 41%
11: 40%
Reading
7: 44%
8: 38%
9: 33%
10: 32%
11: 34%
Science
7: 44%
8: 41%
9: 40%
10 :40%
11: N/A |

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.

Overall, CJUSD had a successful year in implementing Goal 2 which is our Student Achievement goal to prepare all students for college and career success by providing a rigorous course of study in all academic areas with an emphasis on proficiency in literacy and Mathematics. The district largely succeeded in adhering to its planned actions, though some differences in implementation were noted.

-1. Literacy & Mathematics Support: Actions 1-3, 5-7,10-12, focused on providing additional support for students and teachers in ELA and Math. These actions were successfully implemented as planned with ELA support teachers and TOA's focused on improving literacy skills of our students and Math support teachers and TOA's focused on beginning to use building thinking classrooms to support increasing student achievement. When there was an absence of a Math TOA (Action 7) due to a resignation, the principal, assistant principal, or department leads helped support the work on building thinking classrooms..

-2. Summer School: Actions 8-9 were successfully implemented as we were able to offer Secondary Summer School for students to make up credits to graduate in the summer, make up credits for failed classes or take required courses that did not fit in their schedule during the regular school year.

-3. MS MESA: Actions 13-14 were successfully implemented as we were able to offer MS MESA as a middle school elective focused on improving Math and Science skills for students and providing them co-curricular opportunities.

-3. Technology: Actions 15-16, 20-21, 26 were implemented successfully and focused on providing technology support in the classrooms to increase teacher's skills in improving instruction using technology and programs to provide students with digital literacy skills and increase support for learning. In addition, online technology assessment and online professional development programs were implemented as planned with support for teachers and to provide for individual needs for professional learning. Support for PD on the Alludo program (Action 20) decreased this year due to other offerings provided with our focus on English Learners and some of that work on Alludo was done during collaboration days which eliminated the need to use Alludo outside contract time.

-4. Teacher Collaboration: Actions 17 was successfully implemented and provided two days for teachers to collaborate this year with our focus on integrated and designated ELD lesson planning and delivery. Action 18 presented implementation challenges as it provided an additional two days during the school year for this collaboration to occur. Although partially implemented some teachers did not take advantage of these days due to other collaboration time that was being provided through elementary enrichment programs in Arts, Music, and PE.

-5. Instructional Assistants: Action 19 was partially implemented and was challenging as there were many positions left open throughout the school year due to the inability to find qualified candidates to apply and accept the positions.

-6. Science Fair Support: The district continues to support students in Science and Engineering by holding site and district Science Fairs (Action 27). This action was implemented as planned and led to successful events at school sites and the district events where students were provided medals and awards for participating and placing. A minor challenge was that not all sites participated which leaves room to grow in future.

-7. Teacher Retention: Action 29 was implemented successfully and allowed for the retention of teachers to support lower class sizes, removing combination classes at elementary, and continuing programs at the secondary level.

-8. Actions 4, 22-25 and 28 were no longer in the LCAP from prior years.

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

In Goal 2 Student Achievement there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services including:

Goal 2, Actions 1-3, 5-6, 10, 13, 29: These actions and services all had classified staff and certificated salaries as part of the budgeted expenditures. Each of these actions were over budget due to a 6% on contract and 3% off contract salary increase negotiated for the school year.

Goal 2, Action 7: High School Math TOA's were under-budget this year due to the resignations of people holding these positions and the struggle to hire for this position which left funds unspent for this action.

Goal 2, Actions 8, 11, and 17:   Funding from these actions were not spent due to other funding sources that were used to support these actions.

Goal 2, Action 9: Summer School Salaries and Benefits were under budget due the decrease in students attending summer school and the shortage of teachers and staff willing to work during summer school.

Goal 2, Action 12: DIBELs Amplify Online was under-budget due to decreased use of substitute teachers available and used during these assessment periods.

Goal 2, Action 17: The two teacher preparation days were provided and were used for collaboration and lesson planning with a focus on English Learners. Other funding sources were used for this action.

Goal 2, Action 18: Teacher Collaboration Days was under-budget due to substitute teachers not being available or teachers not wanting to be out of the classroom to collaborate over their non-contract days and feeling there was enough collaboration provided during Wednesdays and enrichment time.

Goal 2, Action 20: Online Professional Learning Stipend funds were underspent as staff did not take advantage of the online program to provide professional learning.

Goal 2, Action 27: Science Fair Support was not fully utilized due to other funding sources, lower participation rates and less stipends provided.

Goal 2 Actions 14-16, 19, 21, and 26, did not have material differences in budgeted expenditures and estimated actual expenditures.

Goal 2, Actions 4, 22-25, 28 were no longer in the LCAP from prior years.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 2 which focuses on student achievement, varied across the different actions.

-1. English Language Arts Supports (Actions 1-3, 10-12, 18-19, 29): The baselines for metrics were established using data from 2019, before the impact of COVID-19. Although there was no growth from baseline to year 3, the district began to recover and show progress the last 2 years. We have seen an increase in i-Ready Reading scores moving from 34% in Year 2 to 35% in Year 3.   Another metric that did show growth is our K-1 Reading Fluency results on our DIBELs Metric increasing the percentage of Kindergarten students from 20% baseline to 44% year 3 above the 29% desired outcome. Similarly, 1st grade baseline went from 29% baseline to 52% in year 3 above the 38% desired outcome. This indicates the action has been effective and suggests that changes to the action are not necessary. The metrics for these actions will change to include CAASPP ELA distance from standard, ELA assessments in i-ready and DIBEL's for elementary and MAPS for Secondary ELA.

2. Mathematics (Actions 5, 6, 7, 10-11, 13-14, 18-19, 29): The results of implementation of these actions were effective as the last 2 years we have seen an increase from 17% year 2 to 19% year 3 in met or exceeded on CAASPP Math and from 25% to 28% on i-Ready Math assessments. Due to

continued implementation of these actions we believe we will continue to increase the percentages of students who meet or exceed in Mathematics and begin to look at CAASPP distance from standard and internal assessments including i-Ready and MAPs as the metrics in the next three years.

-3. Summer School (Actions 8-9): The results of implementation of these actions were effective as the last 2 years we have seen an increase in i-Ready Reading scores moving from 34% in Year 2 to 35% in Year 3. Our Math data shows increases from 17% year 2 to 19% year 3 in met or exceeded on CAASPP Math and from 25% to 28% on i-Ready Math assessments. In addition, we have seen an increase in CAST Science scores moving from 13.82% in Year 2 to 14.05% in Year 3. This indicates the action has been effective and suggests that changes to the action are not necessary.

-4. Technology (Actions 16-17, 20-21, 26): The results of implementation of these actions were effective as the last 2 years we have seen an increase in i-Ready Reading scores moving from 34% in Year 2 to 35% in Year 3. Our Math data shows increases from 17% year 2 to 19% year 3 in met or exceeded on CAASPP Math and from 25% to 28% on i-Ready Math assessments. This indicates the action has been effective and suggests that changes to the action are not necessary.

-5. Science Fair (Actions 27): The results of implementation of these actions were effective as the last 2 years we have seen an increase in CAST Science scores moving from 13.82% in Year 2 to 14.05% in Year 3. This indicates the action has been effective and suggests that changes to the action are not necessary.

Goal 2, Actions 4, 22-25, 28 were no longer in the LCAP from prior years.

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.

After discussions with our educational partners, analyzing data, and review by the LCAP writing committee, it was determined to keep the same planned goal for Goal 2, Student Achievement.

Changes to Metrics

Metrics 1, 3-4, 6-7, and 9 will stay in Goal 1 for the 2024-25 LCAP, metric 2 for College and Career Readiness and metric 5 for students making progress towards English proficiency have moved to Goal 1. Changes made to metrics for Goal 2 included changing CAASPP metrics from met or exceeded to distance from standard, New metrics include survey metrics on access to chromebooks (M2.10), teacher collaboration (M2.11), induction (M2.12), and GATE (M2.14). New metrics have been added for CAST Science (M2.13), Teachers with Clear Credentials (M2.15), and the EAP results (M2.16). Other metrics are the same as those for 2023-24 except they have added subgroups to disaggregate the data. Since we will be completing a new 3-year LCAP Plan, new baselines were set and all targeted outcomes were re-established.

Changes to Actions:

Actions 12, 19, 21, 26, 27, 29 did not change other than numbering and adding metrics to the end of the descriptions. Actions 1-3 were combined into one action for English Language Arts Support. Actions 5-7 were combined into one action for Mathematics Support. Action 8-9 were combined to streamline the processes for Summer School. Actions 10-11 were combined to simplify elementary instructional support, Actions 13-14 were combined to include MS MESA teachers and instructional materials. Actions 15-16 were combined into one action for technology support staff. Actions 17-18 were combined to include both non-student, outside, and subbed out collaboration time to support student learning. In Goal 1, actions 21-24 were combined providing support for GATE teachers and students and moved from goal 1 to Goal 2. Several other actions were moved from other goals into goal 2 for next year including library actions from Goal 1, Actions 26-28; Special education actions from Goal 1, actions 8-10; Student Technology for 1 to 1 Chromebooks from Goal 1, Action 11; PSAT Testing for 8th Grade from Goal 1, Action 19; District Design Plan implementation from Goal 1, Action 42;

Goal 5, Action 1 Site/Department Support; NGSS/Math Materials from Goal 5, Action 9; Teacher induction from Goal 5, Action 3.   All action descriptions now contain the corresponding metric to measure the effectiveness of the action.

Deletions to Metrics:

Metric 8 for PSAT results has been eliminated from the LCAP.

Deletions to Actions:

Actions 4, 20, 22-25, and 28 were removed in prior year LCAP's.

Justification for Continuing Actions Not Effective:

As noted in the effectiveness question above, there were no actions that did not prove effective.

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	Wellness: Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional and academic needs while providing a safe environment to succeed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism: less than or equal to 11% of school population. State Priority: 5	11.9% (2019-20)	30.3% (2020-21)	44.2% (2021-22)	35% (2022-23)	Decrease Chronic absenteeism to less than or equal to 10.9% of the school population. Desired outcome changed to 20% for 2023-24.
Attendance Rates: Comprehensive sites will maintain an average of 96%. State Priority: 5	92.32% (2019-20)	93.3% (2020-21)	89.30% (2021-22)	90.9% (2022-23)	Maintain an average attendance rate of 96% at comprehensive sites.
Pupil Suspension Rate: <2.5 percent. State Priority: 6	3.9% (2019-20)	0.0001% (2020-21)	5% (2021-22)	5.2% (2022-23)	Reduce the pupil suspension rate to less than or equal to 2.4%.
Expulsion Rate: <0.5 percent. State Priority: 6	0.12% (2019-20)	0.0% (2020-21)	0.01% (2020-21)	<0.01% (2022-23)	Decrease the Expulsion Rate to less than or equal to 0.09%.

Drop-out Rate: <5% High school <1% Middle School State Priority: 5	HS: 6.2% (2019-20) MS: 0.2% (2019-20)	HS: 12% (2020-21) MS: 0.5% (2020-21)	HS: 9.5% (2021-22) MS: <.01% (2021-22)	HS: 9.9% (2022-23) MS: 0.3% (2022-23)	Decrease the high school drop-out rate to less than 5% and maintain less than 1% middle school drop-out rate.
PBIS School Climate Survey: Average 3 or higher. State Priority: 6	Elementary: 3.14 Middle School: 2.90 High School: 2.78 Alternative Ed: 2.98 (all 2020)	Elementary: 3.17 Middle School: 3.0 High School: 2.86 Alternative Ed: 2.91 (all 2021)	Elementary: 3.11 Middle School: 2.92 High School: 2.85 Alternative Ed: 3.17 (all 2022)	Elementary: 3.05 Middle School: 2.87 High School: 2.86 Alternative Ed: 3,17 (all 2023)	Obtain an average score or higher on the PBIS School Climate Survey for: Elementary: 3.44 Middle School: 3.20 High School: 3.08 Alternative Ed: 3.28
Participation in LCAP Survey: 3% per year. State Priority: 1, 2, 3, 5, 6, 7	4,141 total responses (2021)	6,271 total responses (2021-22)	7,860 total responses (2022-23)	8445 total responses (2023-24)	Increase participation in the LCAP survey to over 8,000 total responses.
Maintain Mental Health Positions at minimum 2 Staff & 20 interns. State Priority: 4, 5, 6	2 staff, 20+ interns (2021)	2 staff, 20+ interns (2021-22)	2 staff, 20+ interns (2022-23)	2 staff, 20+ interns (2023-24)	Maintain a minimum of 2 staff and 20+ interns for mental health positions.
Increase the number of identified students referred to CJUSD Mental Health Program by 5%. State Priority: 4, 5, 6	Referrals: 523 (2021)	Referrals: 823 (2021-22)	Referrals: 1,148 (2022-23)	Referrals: 1,114 (2023-24)	Increase the number of referrals to the CJUSD Mental Health Program to: 1,000

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.

CJUSD was successful in implementing the actions in Goal 3, our Wellness goal to cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional, and academic needs while providing a safe environment to succeed.

-1. Positive Behavior Interventions and Support (PBIS): Actions 1-6, 21 were successfully implemented as planned providing Clinical Therapists, Assistant Principals, Learning Specialists, providing PBIS supports for students at school sites, and providing resources to families of low income and foster youth.

-2. Physical & Mental Health Services: Actions 13-16, and 18-19 were successfully implemented and provided support for students' physical health with Nurses and health assistants to support student health needs. In addition, the Mental Health Director, Psychologist stipends and activity centers were implemented successfully to support students mental health goals. The Comprehensive School Counseling program was successfully implemented and had a positive impact on both mental and physical health of students.

-3. Goal 3, Actions 7-12, 17 and 20, were no longer in the LCAP from prior years.

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

In Goal 3 Wellness there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services including:

Goal 3, Actions 1, 3, 13-16, 18, and 21: These actions and services all had classified staff and certificated salaries as part of the budgeted expenditures. Each of these actions were over budget due to a 6% on contract and 3% off contract salary increase negotiated for the school year.

Goal 3, Action 6:   Funding from these actions were not spent due to other funding sources that were used to support these actions.

Goal 3, Action 19: Activity Centers were under-budget this year due to delays in receiving ordered items and overestimating the costs of what was needed for start-up.

Goal 3 Actions 2 and 4-5: These actions did not have material differences in budgeted expenditures and estimated actual expenditures.

Goal 3, Actions 7-12, 17, and 20 were no longer in the LCAP from prior years.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 3 which focuses on cultivating a positive, engaging school climate in which students are provided with resources to address their social, emotional, and academic needs while providing a safe environment to succeed varied across the different actions.

-1. Positive Behavior Interventions and Supports (Actions 1-6, 21): PBIS actions were fully implemented and effective in meeting the desired outcome for decreasing the expulsion rate to less than or equal to 0.09%, The baseline for the expulsion rate was .12% and decreased to 0.0% during year 1 in distance learning and 0.01 during year 2 and 3 meeting the desired outcome. We believe these supports have been effective in limiting expulsions therefore we expect to keep these actions for the next three years as we feel removing these supports would increase the expulsion rates for students..

-2. Physical and Mental Health (Actions 13-16, 18-19): The results of these actions showed effectiveness. The use of the supports for physical and mental health were effective in meeting the desired outcome to increase the number of student referrals to the mental health program to the desired outcome of 1,000 students. The baseline was set at 523 referrals, this number increased to 823 year 1, 1148 year 2, and 1,114 year 3 which exceeds the desired outcome. Additionally, we were able to reach the desired outcome of maintaining 2 staff and 20 interns over each of the 3 years of the LCAP. We plan to continue these actions in the next LCAP..

-3. Goal 3, Actions 7-12, 17 and 20, were no longer in the LCAP from prior years.

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.

After discussions with our educational partners, analyzing data, and review by the LCAP writing committee, it was determined to keep the same planned goal for Goal 3, Wellness

Changes to Metrics:

Changes made to metrics for Goal 3

Metrics 1-6 will stay in Goal 3 for the 2024-2025 LCAP. New metrics have been added including a metric for survey questions provided to students to determine the percentage of students who feel there is a positive school environment on their campus (M3.4), percentage of students who believe they are treated respectfully by adults on campus(M3.8), percentage of parent/students who feel that resources provided to low income and foster youth students provide support to keep their student in school (M3.10), percentage of students who received mental health services that agree getting help made them feel happier about coming to school and think about school in a better way (M3.12), percentage of students seen in the health office where their needs were met to return to class/school. and parents who agree riding the bus to school supports their students ability to attend school (3.15). One other new metrics include maintaining 70% or higher on the tiered fidelity inventory for tier 1-3 which demonstrates full implementation of PBIS (M3.14).   Other metrics are the same as those for 2023-24 except they have added subgroups to disaggregate the data. Since we will be completing a new 3-year LCAP Plan, new baselines were set and all desired outcomes were re-established.

Changes to Actions:

Actions 2, 6, 16, 19, and 21 did not change other than numbering and adding metrics to the end of the descriptions. Actions 1 and 15 were combined into one action to support the mental health of students. Actions 3 and 4 were combined to provide intervention support at comprehensive elementary, middle, and high school sites. Actions 13-14, and 18 were combined to provide site support for mental and physical health providing nurses and health assistants. Action 12 was moved from Goal 5 to Goal 3 which supports student home-to-school transportation.

Deletions to Metrics:

There were no deleted metrics.

Deletions to Actions:

Action 5 was removed from the 2024-27 LCAP and Actions 7-12, 17 and 20 were removed in prior LCAP's.

All action descriptions now contain the corresponding metric to measure the effectiveness of the action.

Justification for Continuing Actions Not Effective:

As noted in the effectiveness question above, there were no actions that did not prove effective.

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	Family and Community Engagement: Encourage and promote parent, family, and community engagement in the education process, providing opportunities for active input in decision making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase average attendance at District Parent Meetings seeking input in decision making, programs for unduplicated pupils, and programs for individuals with exceptional needs. State Priority: 3	DPAC: 100 DELAC: 100 AAPAC: 15 LCAP: 20 Community Cabinet: 75 Special Ed Parent Nights: 50 GATE Parent Nights: 100 (all 2021)	DPAC: 354 DELAC: 108 AAPAC: 21 LCAP: 20 Community Cabinet: 53 Special Ed Parent Nights: 20 GATE Parent Nights: 50 Dual Immersion Parent Network Meetings: 46 (all 2021-22)	DPAC: 90 DELAC: 84 AAPAC: 23 LCAP: 18 Community Cabinet: 43 Special Ed Parent Nights: 16.5 GATE Parent Nights: 42 Dual Immersion Parent Network: 57 (all 2022-23)	DPAC: 52 DELAC: 66 AAPAC: 12 LCAP: 23 Comm Cab: 81 Special Ed Parent Nights: 10 GATE Parent Nights: 64 Dual Immersion Parent Network: 40 (all 2023-24)	Increase average attendance at District parent meetings to the following: DPAC: 400 DELAC: 115 AAPAC: 25 LCAP: 35 Community Cabinet: 85 Special Ed Parent Nights: 80 GATE Parent Nights: 115 Dual Immersion Parent Network Meetings: 60
Increase parent participation in LCAP Survey by 5%. State Priority: 3, 6	1,030 parent responses (2021)	870 parent responses (2021-22)	935 parent responses (2022-23)	1168 parent responses 2023-24	Increase parent responses to the LCAP survey to more than 1,200.

Increase number of cohorts of parents completing parent leadership training by 10%. State Priority: 3	50 parents (2020)	21 parents (2021-22)	21 parents (22-23)	43 parents (23-24)	65 parents completing the parent leadership training.
Increase number of monthly social media impressions and reach by 5% to support parent involvement in district programs including programs for unduplicated and exceptional needs students. State Priority: 3, 6	Facebook: 18,000 Tweets: 45,500 Instagram: 50,000 (all 2021)	Facebook: 119,246 Tweets: 289,900 Instagram: 1,036,136 (all 2021-22)	Facebook: 124,958 Tweets: 242,900 Instagram: 1,644,006 (all 2022-23)	Facebook: 138,819 Tweets: 100,052 Instagram: 1,045,603 (all 2023-24)	Increase the number of social media impressions and reach to support parent involvement in district programs including programs for unduplicated and exceptional needs students: Facebook: 250,000 Tweets: 500,000 Instagram: 2,000,000
Increase parent involvement in District workshops by 10% to support parent involvement in district programs including programs for unduplicated and exceptional needs students. State Priority 3	200 parents (2021)	2,023 parents (2021-22)	1,043 parents (2022-23)	1,585 parents (2023-24)	Increase to 2,600 parents participating in District workshops to support parent involvement in district programs including programs for unduplicated and exceptional needs students.

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.

Overall, CJUSD had a successful year in implementing Goal 4 which is our Family and Community Engagement goal to encourage and promote parent, family, and community engagement in the education process, providing opportunities for active input in decision making.

-1. Parent Engagement Workshops: CJUSD continues to successfully implement Action 1 by providing parent workshops and leadership opportunities to help parents understand the school system and be able to help and support their child as they move through their academic careers.

-2. Communication: Actions 2, 4, and 5 help support communication with our parents throughout the district placing emphasis on our English Learner population. We were successful in implementing the actions supporting a communications specialist focused on social media and community events, translators, interpreters and bilingual stipends for employees to support communication to our English learner parents at meetings and events,

-3. Community Liaisons: Action 3 was successfully implemented by providing community liaisons to work throughout the school sites and district to support our low income, English learners, and foster youth parents and students with resources needed to support increased parent involvement.

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.

In Goal 4 Parent and Community Engagement there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services including:

Goal 4, Actions 2-3, and 5: These actions and services all had classified staff salaries as part of the budgeted expenditures. Each of these actions were over budget due to a 6% on contract and 3% off contract salary increase negotiated for the school year.

Goal 4, Actions 1 and 4, did not have material differences in 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.

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 4 which focuses on family and community engagement varied across the different actions.

-1. Family & Community Engagement (Actions 1, 3): The results of the implementation of these actions were effective in that parent involvement increased from 1,045 parents in Year 2 to 1,585 parents participating in parent workshops in Year 3 and from 21 parents completing parent leadership training in Year 2 to 43 parents in Year 3. The baselines for the metrics were established using data from 2019, before the impact of COVID-19, although growth was not observed baseline to year 3, the district observed growth from year 2 to 3. This indicates that the action has been effective.

-2. Communication with Families & Community (Actions 2, 4-5): The results of implementation of these actions were effective in meeting the desired outcome to increase the number of parents participating in the LCAP Survey by 5%.   The baseline numbers were 1030 responses and have increased to 1168 surveys in Year 3 which is a 13.9% increase. This indicates the actions have been 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.

After discussions with our educational partners, analyzing data, and review by the LCAP writing committee, it was determined to keep the same planned goal for Goal 4, Family & Community Engagement

Changes to Metrics:

Metrics 1 and 5 will stay in Goal 4 for the 2024-2025 LCAP. Other changes made to metrics for Goal 4 included adding new metrics that include surveying parents at the end of meetings and workshops to determine if the meetings/workshops increased their knowledge to support their student(s) at school (M4.2). Another survey metric that is new includes Community Cabinet attendees who respond with a 4 or 5 to the question of how they would rate today's event (M4.3). Another new metric was to increase the number of home visits made by community liaisons throughout the school year (M4.4). A new metric was included to increase the number of translated documents and meetings during the year (M4.7). Finally, the social media metric was changed to increase cumulative "reach in Meta Business Suite per year (M4.5). Since we will be completing a new 3-year LCAP, new baselines were set and all desired outcomes were re-established or if new will be established in 2024-25.

Changes to Actions:

All actions in Goal 4 will be the same except for changing the titles to better align to the action completed and all action descriptions now contain the corresponding metric to measure the effectiveness of the action.

Deletions to Metrics:

Metrics 2, 3, and 4 were eliminated from the 2024-2025 LCAP

Deletions to Actions:

No actions were deleted in the 2024-2025 LCAP

Justification for Continuing Actions Not Effective:

As noted in the effectiveness question above, there were no actions that did not prove effective.

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	Access to Resources: ensure students have access to quality resources, facilities, and highly qualified teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Zero Instructional Materials findings on Williams supporting student access to standards aligned instructional materials and courses. State Priority 1, 2, 7	Zero findings (2021)	Zero findings (2021-22)	Zero findings (2022-23)	Zero Findings (2023-24)	Continue to receive zero findings on Instructional Materials for Williams supporting student access to standards aligned instructional materials and courses.
Zero school facilities findings on Williams. State Priority: 1	Zero findings (2021)	2 findings (2021-22)	2 findings (2022-23)	Zero Findings (2023-24)	Continue to receive zero findings on facilities for Williams.
Zero findings Teacher Credentialing assignments. State Priority: 1	Zero findings (2021)	Zero findings (2021-22)	11 misassignments (2022-23)	93% (2023-24) (New State reporting method)	Continue to receive zero findings for teacher credentialing assignments.
Zero findings Teacher Credentialing compliance w/authorization. State Priority: 1	Zero findings (2021)	7 working outside credential (2021-22)	1 working outside credential (2022-23)	15 working outside credential (2023-24)	COntinue to receive zero findings for teacher credential compliance with authorizations.

Teachers continue to attend professional development on state standards and frameworks including integrating ELD into instruction. State Priority: 1, 2, 4	100% teachers provided PD on frameworks as needed. (2021)	100% teachers provided PD on frameworks as needed (2022)	90% teachers provided PD on frameworks as needed (2023)	100% of teachers provided PD on frameworks as needed (2023)	100% teachers provided PD on frameworks including integrating ELD into instruction as needed.
Pacing guide completion within current adoptions supporting student access to standards aligned instructional materials including ELD standards in courses. State Priority: 1, 2, 7, 8	MS: 81% (2021) HS: 90% (2021)	MS: 81% (2022) HS: 90% (2022)	MS: 81% (2023) HS: 90% (2023)	MS: 82% (2024 HS: 94% (2024)	Increase pacing guide completion to support student access to standards aligned instructional materials including ELD standards in courses: MS: 90% HS: 95%

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.

Overall, CJUSD had a successful year in implementing Goal 5 which is our maintenance goal to ensure students have access to quality resources, facilities, and high qualified teachers. The district largely succeeded in adhering to its planned actions, though some differences in implementation were noted.

-1. Teacher/Student Support: Actions 1-2 were almost fully implemented as we continue to provide sites with support for the individual needs of teachers and students within the classrooms. Challenges occur with spending out the funding in these actions as other funding streams were used in some cases to support items purchased.

-2. Onboarding and Staff Development: Action 3 was successfully implemented with teacher induction for our first and second year teachers that had eligible teachers participate to support planning and instruction. Actions 4 and 5 were implemented with regard to New Employee Onboarding and Classified Staff Development that was completed but different funding was used to provide these programs.

-3. Books and Materials: Actions 7 and 9 were partially implemented as we found challenges in that not all funds were expended. Funds were used to purchase some NGSS and Math materials as other funding was used in its place and there was not as much need as anticipated to secure or replace secondary elective textbooks.

-4. Home to School Transportation: Action 12 was implemented as described as transportation was provided to our unduplicated students in order to go to and from school.

-5. Goal 5, Actions 6, 8, 10-11, 13-14, were no longer in the LCAP from prior years.

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

In Goal 5 Access to Resources there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services including:

Goal 5, Action 1, some field trips and professional development were not taken due to shortage of substitutes and funding was either not needed or was encumbered for possible salaries like extra-duty pay and were not used based on need.

Goal 5, Action 2, $250 instructional materials funding was available for teacher reimbursement and was not taken advantage of or spent.

Goal 5, Action 3, teacher induction costs were less than budgeted due to the low number of teachers in need of the induction program.

Goal 5, Action 9, NGSS/Math Materials funding was provided by other grants or one-time funding, therefore the amount spent was under-budget.

Goal 5, Actions 4-5, 7 and 9, funding from these actions were not spent due to other funding sources that were used to support these actions.

Goal 5, Action 12 did not have material differences in budgeted expenditures and estimated actual expenditures.

Goal 5, Actions 6, 8, 10-11, 13-14 were no longer in the LCAP from prior years.

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 5, our maintenance goal which focuses on ensuring students have access to quality resources, facilities, and highly qualified teachers varied across the different actions.

-1. Access to Instructional Resources (Actions 1, 2, 7, 9): The results of these actions showed effectiveness. Providing adequate instructional materials to sites, teachers, and students support meeting the desired outcome of our metric of zero instructional materials findings supporting student access to standards aligned instructional materials and courses. The baseline year we reported zero finding and in each subsequent year had 0 finding which supports maintaining the desired outcome. We plan to continue these actions as they provide support for students to have proper resources to learn.

-2. Professional Development (Actions 3-5): The results of these actions showed effectiveness. Providing adequate staff development to teachers and staff support meeting the desired outcome of our metric of teachers attending professional development on state standards frameworks including the integration of ELD into courses as 100% of teachers have been provided professional development on frameworks including a huge focus on including ELD content standards, objectives, and differentiating instruction this year. The baseline year we reported 100% teachers provided PD on frameworks as needed which dropped to 90% in year 2 as the lack of subs did not allow us the time to provide this PD but rebounded to 100% in year 3 as professional development was required of each teacher. We plan to continue these actions as they provide support for students to have proper resources to learn.

-3. Home-to-School Transportation (Action 12): The results of this action was effective in reaching the desired outcome of decreasing chronic absenteeism. The baselines for metrics were established using data from 2019, before the impact of COVID-19. Although there was no growth between the baseline and year 3, the district observed growth from year 2 to year 3 as the chronic absenteeism rate was 44.2% during year 2 in the midst of returning from the pandemic but decreased to 35% in Year 3.   We expect that chronic absenteeism will continue to decline. Home-to school transportation is critical to our unduplicated populations so we plan to continue this action for the next three years.

-4. Goal 5, Actions 6, 8, 10-11, 13-14, were no longer in the LCAP from prior years.

After discussions with our educational partners, analyzing data, and review by the LCAP writing committee, it was determined to eliminate Goal 5 Access to Resources as these actions fit within the four goals of the 2024-27 LCAP.

Changes to Metrics:

Metrics 1, 2, 3, and 6 will stay for the 2024-25 LCAP. Metrics regarding instructional materials (M1.20), facilities M1.21), pacing guide completion (M1.18) were moved to Goal 1. Teacher credentialing metrics were changed to meet local indicator requirements for percentage of FTE that have clear teacher credentials (M2.15) and moved to Goal 2.

Changes to Actions:

Actions 1 and 2 for site support and instructional materials support were combined (A2.7) and moved to goal 2, Action 3 Teacher Induction (A2.17) was moved to Goal 2.   Action 7, Elective Textbooks (A1.18) was moved to Goal 1. Action 9 for NGSS and Math materials (A2.8) was moved to Goal 2. Action 12 for home-to-school transportation (A3.9) was moved to Goal 3.

Deletions to Metrics:

Metrics 4 and 5 were eliminated from the 2024-2025 LCAP.

Deletions to Actions:

Actions 4 and 5 were removed from the 2024-25 LCAP. Actions 6, 8, 10-11, 13 and 14 were removed from prior LCAPs.

Justification for Continuing Actions Not Effective:

As noted in the effectiveness question above, there were no actions that did not prove effective and although the goal will be discontinued, the actions in Goal 5 have been placed in other goals for 2024-25 to support success..

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.

  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, 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

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
Colton Joint Unified School District	Tina Petersen, Asst. Supt. Ed Services	Tina_Petersen@cjusd.net (909)580-6531

Plan Summary 2024- 2025

General Information

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

The Colton Joint Unified School District (CJUSD) is located in San Bernardino County. It is a geographically large district, spanning 48 square miles and 15 miles from east to west. The district serves the cities of Colton, Bloomington, and Grand Terrace, as well as portions of Fontana, Rialto, Loma Linda, and San Bernardino. In the 2024 - 2025 school year, TK programs are housed at all 18 elementary schools which serve students in grades K-6. At the secondary level, the district supports four middle schools (7-8), three comprehensive high schools (9-12), a continuation high school, and an alternative high school.

Colton Joint Unified School District enjoys a diverse enrollment of 19,281 students in a transitional kindergarten (TK) through 12th grade setting. Additional education programs include preschool, Head Start and Children's Center pre-kindergarten programs. CJUSD provides opportunities for excellence in Gifted and Talented Education (GATE at all K-8 schools, Advancement Via Individual Determination (AVID) at all high schools, middle schools, and one elementary, Advanced Placement, and 25 Career Technical Education Pathways representing 13 industry sectors. Three elementary schools and one middle school house Dual Immersion programs with one more elementary school starting in 2024-25. The District also offers alternative and continuation programs, including Independent Study, as well as continuing educational opportunities beyond the 12th grade for qualified special education students and students approved for a fifth year of high school. Adult Education classes offered are grant funded using AB 86. In addition we will be in our 2nd year of offering and Early College program at Bloomington High School and first year offering Early College at Colton and Grand Terrace High Schools in 2024-25.

During the 2023-24 school year, several schools received special recognition or honors. Grand Terrace High School was named a California Distinguished School and their Engineering Pathway was named a Project Lead the Way Distinguished School. Colton High School was named an AVID National Demonstration School. During the 2023-2024 school year, 24 CJUSD School sites received Silver, Gold, or Platinum recognition from the California PBIS organization for their implementation of all three tiers of the Positive Behavior Interventions and Supports (PBIS) framework.

As of this reporting period, the District consists of 18,912 pupils of which 16,470 are unduplicated pupils. The unduplicated pupil percentage of 87.1% is composed of 15,484 Low Income (LI), 3,421 English Learners (EL), and 124 Foster Youth (FY) students. Like many other districts, Colton Joint Unified is facing declining enrollment.

Three schools within Colton Joint Unified School District have been identified as equity multiplier schools and are receiving equity multiplier funding. These schools are Slover Mountain High School, Washington High School, and Wilson Elementary School. Additionally, our African-American subgroup is receiving equity multiplier funding.

The District employs a diverse and dedicated certificated, classified and management staff who are committed to the Vision of our District that was developed through a process called the District System Design Partnership which included members from each of our educational partner groups. Through this partnership, the District developed the CJUSD Design Plan which includes the District vision as well as three distinct areas of focus: Equity, Professionalism, and Professional Learning.

The CJUSD vision states:

In the Colton Joint Unified School District, we believe each student deserves the academic proficiency and skills necessary to thrive in college and in the global workforce to earn a living wage and be responsible, productive citizens. We will do this by providing engaging, challenging and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse community.

First and foremost, our students will demonstrate academic proficiency needed for completion of postsecondary education and a profession that pays a living wage. This requires exposure to core content knowledge that allows for research, study, and inquiry. Students will graduate with the ability to critique and synthesize a variety of sources to create unique and innovative solutions.

But that is not all we want for our students. Our students will show compassion and empathy towards others who do not look like them, act like them, or agree with them. They will be risk-takers who work hard to reach their short-term and long-term goals. Students will show integrity by doing the right thing, even when it is difficult. They will be respectful toward others in the way they listen, speak, and interact.

Our students will learn the power of making ethical decisions that propel them into success beyond high school. They will be thoughtful leaders and team members who strive to make a positive impact on the world around them.

Our students will value collaboration and adapt their communication style depending on purpose, audience, and situation. They will be adept in integrating a broad range of technologies that enhance their learning and ability to transfer knowledge beyond the classroom. Our students will advocate for themselves and thrive by asking the right questions and having purposeful conversations with various educational partners.

As a team of caring professional educators and staff, we are enthusiastically dedicated to the education of our students. We will not only be committed to ensuring that all students receive what they need when they need it, but we will model these same expected behaviors for our students as they become graduates of the Colton Joint Unified School District.

In addition, CJUSD developed the motto: "Keeping Students First...Achievement, Equity, Wellness".

Reflections: Annual Performance

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

Reflections: Annual Performance

The 2023 California Dashboard results for the Colton Joint Unified School District indicate comprehensive district-wide performance across all areas, with no specific area falling into the red or lowest performance level category.

Academic Performance

English Language Arts

 Color: Orange

 56.8 points below standard

 Maintained -2.1 points

Mathematics

 Color: Yellow

 91.3 point below standard

 Increased +4.4 Points

English Learner Progress

 Color: Green

46.8% Making Progress

Increased +3.4%

Academic Engagement

Chronic Absenteeism

Color: Yellow

35% Chronically Absent

Declined -9.2%

Graduation Rate

Color: Orange

86% Graduated

Declined -1.2%

Conditions & Climate

Suspension Rate

Color: Orange

5.2% Suspended at least one day

Maintained 0.2%

Outcomes Related to a Broad Course of Study

College/Career Indicator

Status: Low

26.9% prepared

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (red) or Very Low for College/Career Indicator.

Districtwide

Academic Performance

    English Language Arts

    English Learners

    Homeless

    Students with Disabilities

    Mathematics

    English Learners

    Homeless

    Students with Disabilities

Academic Engagement

    Chronic Absenteeism

    None

    Graduation Rate

    Students with Disabilities

Conditions & Climate

    Suspension Rate

    African American

    Two or More Races

    Students with Disabilities

Outcomes Related to a Broad Course of Study

    College/Career

    English Learners

Students with Disabilities

School Sites: All Student groups showing Lowest Performing Levels

Alice Birney Elementary

Academic Performance: English Language Arts

Michael D'Arcy Elementary

Academic Performance: English Learner Progress

Sycamore Hills Elementary

Academic Performance: English Learner Progress

Colton Middle School

Academic Performance: English Language Arts and Mathematics

Academic Engagement: Chronic Absenteeism

Conditions & Climate: Suspension Rate

Joe Baca Middle School

Academic Performance: English Learner Progress

Ruth O' Harris Middle School

Academic Performance: English Language Arts and Mathematics

Academic Engagement: Chronic Absenteeism

Conditions & Climate: Suspension Rate

Terrace Hills Middle School

Academic Performance: English Learner Progress

Conditions & Climate: Suspension Rate

Slover Mountain High School (Continuation)

Academic Performance: English Language Arts, Mathematics & College/Career (Very low)

Conditions & Climate: Suspension Rate

Any Student Group with any School with lowest performance Outcomes

Abraham Lincoln Elementary

Academic Performance:

English Language Arts: English Learners

Alice Birney Elementary

Academic Performance:

English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged

Mathematics: Students with Disabilities

Cooley Ranch Elementary

Conditions & Climate:

Suspension Rate: Students with Disabilities

Crestmore Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Math: Students with Disabilities

Conditions & Climate:

Suspension Rate: Students with Disabilities

Gerald A. Smith Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Academic Engagement:

Chronic Absenteeism: Homeless

Grand Terrace Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Conditions & Climate:

Suspension Rate: White

Jurupa Vista Elementary

Academic Performance:

English Language Arts: English Learners

Math: English Learners

Mary B. Lewis Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Michael D'Arcy Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: English Learners and Students with Disabilities

English Learner Progress: English Learners

Paul Rogers Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Reche Canyon Elementary

Academic Engagement:

Chronic Absenteeism: African American and Students with Disabilities

Sycamore Hills Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

English Learner Progress: English Learners

Terrace View Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Conditions & Climate:

Suspension Rate: African American

Ulysses Grant Elementary

Academic Engagement:

Chronic Absenteeism: Students with Disabilities

Walter Zimmerman Elementary

Academic Performance:

English Language Arts: Students with Disabilities

William McKinley Elementary

Academic Performance:

English Language Arts: English Learners and Homeless

Mathematics: English Learners and Homeless

Academic Engagement:

Chronic Absenteeism: Homeless

Woodrow Wilson Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: Students with Disabilities

Colton Middle School

Academic Performance:

English Language Arts: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

Mathematics: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Academic Engagement:

Chronic Absenteeism: English Learners, Hispanic, Homeless, Socioeconomically disadvantaged, and Students with Disabilities

Conditions & Climate:

Suspension Rate: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Joe Baca Middle School

Academic Performance:

English Learner Progress: English Learners

Academic Engagement:

    Chronic Absenteeism: Students with Disabilities

Ruth O' Harris Middle School

Academic Performance:

    English Language Arts: African American, English Learners, Hispanic, Soc. Disadvantaged, and Students with Disabilities

    Mathematics: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Academic Engagement:

    Chronic Absenteeism: African American, English Learners, Hispanic, Socioeconomically Disadvantaged

Conditions & Climate:

    Suspension Rate: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Terrace Hills Middle School

Academic Performance:

    English Language Arts: African American

    Math: English Learners

    English Learner Progress: English Learners

Academic Engagement:

    Chronic Absenteeism: African American and White

Conditions & Climate:

    Suspension Rate: African American, English Learners, Homeless, and Students with Disabilities

Bloomington High School

Academic Performance:

    English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

    Mathematics: English Learners and Students with Disabilities

Conditions & Climate:

    Suspension Rate: Homeless, Students with Disabilities and White

Outcomes Related to a Broad Course of Study

    College/Career: English Learners, Students with Disabilities

Colton High School

Academic Performance:

    English Language Arts: English Learners and Students with Disabilities

    Mathematics: English Learners and Students with Disabilities

Academic Engagement:

    Graduation Rate: English Learners, Homeless, and Students with Disabilities

Conditions & Climate:

    Suspension Rate: African American

Outcomes Related to a Broad Course of Study

    College/Career: Students with Disabilities

Grand Terrace High School

Academic Performance:

    English Language Arts: African American

    Mathematics: African American

Conditions & Climate:

    Suspension Rate: Homeless, and Students with Disabilities

Outcomes Related to a Broad Course of Study

    College/Career: Students with Disabilities

Slover Mountain Continuation High School

Academic Performance:

    English Language Arts: Hispanic and Socioeconomically Disadvantaged

Mathematics: Hispanic and Socioeconomically Disadvantaged

Conditions & Climate:

Suspension Rate: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Outcomes Related to a Broad Course of Study

College/Career (Very Low): English Learners, Hispanic, and Socioeconomically Disadvantaged

CJUSD continues to use improvement science models to support improvements in systems and instruction across the district. CJUSD has developed a Professional Learning Framework and continues to work with the National Center on Education and the Economy and San Bernardino County Schools to support this work.

CJUSD planned a focus on the academic indicators of English Language Arts and Mathematics as these continue to be areas for continued growth and improvement. Our end-year local data for Elementary using i-Ready grades 2-6 shows an overall growth in the number of students at grade level in Reading, increasing from 34% to 35%. Our MAPS data for secondary in Reading show a growth score increase in 7th grade from 29% to 31.7% an increase in 8th grade from 41% to 42.1%, an increase in 9th grade from 41% to 42.6% an decrease in10th grade from 46% to 39.2% and a decrease in from 48% to 42.3% the prior year. A focus is being placed on improving the performance of English Learners (ELs) through a focus on lesson planning using ELD and integrated content objectives, in-class support for teachers, and administrator walkthroughs providing feedback to teachers to support first best instructional practices.

Our local data for Elementary using i-Ready showed an overall growth in the number of students at grade level in Math increasing from 25% to 28%.. Our MAPS data for secondary in Math show Growth score increasing from 37% to 38.8% in 7th grade, 41% to 54.9% increase in 8th grade, 52% to 55.1% increase in 9th grade,48% to 50.4% increase in 10th grade, and 50% to 53.2% increase in 11th grade.   Secondary math teachers have begun using an instructional focus called building thinking classrooms and updated Illustrative Mathematics curriculum to support student engagement in instruction and a focus on building skills through collaborative conversations in classrooms.

The CJUSD Dashboard Suspension rate maintained 0.2% higher than the previous year. The effects of the pandemic continue to have an impact in this area. The hiring of clinical therapists, focus on PBIS, administrative supports, and the hiring of learning specialists at some sites as well as continued increase in the number of wellness centers across our campuses are being implemented in response to these numbers. Wellness center visits continued to increase as a response to the needs for social emotional intervention and mental health awareness needs that increased throughout the year at school sites.

Although our Graduation Rate declined 1.2% from the previous year, we were successful in implementing many interventions to make the decrease as small as possible. The 2022-23 school year was the first year since the pandemic where the graduation rate went back to our normal 220 credits from the previous year's 130 state graduation requirement intervention. When we began the year only approximately

67% of our 12th grade students were on track to graduate due to lost credits during distance learning through the COVID pandemic. We began Mission 220, an intervention plan focused on providing morning, after-school, evening and weekend in-person or online courses and after school tutoring so students could gain more credits to graduate on time. We are in the process of rebranding Mission 220 to become a 7-12 grade focus on graduation program beginning in the 2024-25 school year.

Another area of continued focus and growth has been in English Learner Progress where we continue to focus on the areas listed above with ELA as well as supporting newcomer students and EL parents with an emphasis on support in secondary newcomer classes, counseling, mental health, and parent workshops to support student growth.

Chronic Absenteeism declined 9.2% across the district during 2022-23. Steps taken to successfully decrease Chronic Absenteeism included a yearlong theme to promote attendance through the District's social page with hundreds of posts using the hashtag #ShowUpCJUSD. Increased spending also went towards providing student incentives. Good News Postcards were sent out Districtwide to students to increase parent and student awareness with colorful postcards for students with 97% attendance or better. In grades TK – 8, all schools participated in Class competitions for September Attendance Awareness, individual student Attendance Incentives for winter, and in High School a yearlong recognition program of Tomorrow's Leaders. In working with the county team from SBCSS through Differentiated Assistance, the District focused on preventing our Foster Youth students from becoming chronically absent in grades K-8 with student and parent voice being received with individual surveys, providing goal setting and incentives to the students. GiveBack Academy, a mentoring program that worked with about 220 At Promise Middle School and High School students focused on increasing Attendance, increasing knowledge of and use of resources, increasing graduation rates and decreasing behavioral incidents for students.

Reflections: Technical Assistance

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

The 2023 California Schools Dashboard shows our English Learners eligible for Differentiated Assistance based on the lowest performance outcomes in English Language Arts (-91.8 dfs), Mathematics (-116.5 dfs), and College and Career indicator (9.9% prepared). In addition CJUSD qualifies for Differentiated Assistance based on the lowest performance outcomes in Students with Disabilities in the areas of English Language Arts (-135.1 dfs), Mathematics (-163.7 dfs), College and Career indicator (3.9% prepared), Graduation Rate (70.8% graduated), and Suspension Rate (8.2% suspended at least one day).

District leaders participated in Differentiated Assistance meetings to establish root causes for the challenges our English Learners and Students with Disabilities are facing in their lowest performance outcomes on the 2023 California Dashboard. Through this process, plans have been developed to address concerns, and implementation of the plans for success are underway.

Through the plan for our English Learner students, along with the work underway with lesson planning, we will provide a focus with our administrators on use of our walkthrough tool and providing feedback on lessons by looking for students' engagement and strategies during instruction. In addition we conducted interviews with students to determine their thoughts on their engagement at school and needs to be successful in and out of the classroom. Specific actions in the LCAP that address this work and the needs of English Learners are in Goal 1, Actions 1-5, 11, and 16, Goal 2, Actions 1-2, 4, 14, 18, and 23, Goal 3, Actions 1, 5 and 9, and Goal 4, Actions 1 and 5.

Our team working on the plan for our Students with Disabilities will be working on reviewing Learning Centers throughout the district and piloting multiple sites where students are provided a push-in model which will free space in their schedules to enroll in an elective other than a learning center to determine if this improves their engagement in school and academic success. Specific actions in the LCAP that address this work and the needs of Special Education students are in Goal 1, Actions 10, 14, and 16, Goal 2, Actions 1-4, 11-13, 14, and 18, Goal 3, Actions 1, 5, and 9, and Goal 4, Actions 1 and 3.

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.

Three CJUSD schools have been identified for Comprehensive School and Improvement.

Low performing schools: Colton Middle School, Ruth O Harris Middle School and Slover Mountain High School.

Support for Identified Schools

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

CJUSD supported the identified schools when notified of the Comprehensive Support and Improvement (CSI) eligibility by meeting with the administrators to review why they are in CSI status, the requirements of CSI status and how to exit from CSI status. District office administration met with the leadership team from Colton Middle School and Ruth O Harris Middle School to review data, identify root causes of issues, identify a problem of practice, review resource inequities and select an evidence-based strategy. Data provided for these reviews included current and previous year's MAP scores, ELA and math CAASPP scores, ELPAC data, current and previous year's suspension and

attendance data and grades data. These data reviews revealed a number of resource inequities and strategies to be included in the School Plan for Student Achievement (SPSA). Slover Mountain High School completed their WASC review, and the site had already reflected on the effectiveness of their school plan, so the same review was not necessary for them. Instead, the District Office Administration met with Slover Mountain High School educational partners to review the goals, discuss resource inequities, and jointly develop the SPSA. District Office staff will continue data reviews with these three school sites at key data moments during the 2024-2025 school year to review what strategies are working at the site, what strategies are not working at the school site and what modifications should be done to strategies to improve student achievement.

After the data review, Colton Middle School identified: When presented with writing prompts appropriate to each content area, some students are not yet adequately supporting a claim/process with reasons and evidence. To address this issue, Colton Middle School will begin a school-wide writing initiative where students in all disciplines will engage in writing centered around the RACES strategy. The Colton Middle School Educational partners identified empowering rigorous content as a resource inequity and will focus on building common grading scales, common grading criteria and building common assessments. They felt some teachers are not using district approved curriculum or remove the rigor from the curriculum and feel they need support from District CPS on maintaining rigor in their disciplines. They also identified teaching quality as a resource inequity as master schedules have been created based on seniority and convenience rather than student need, and newer teachers oftentimes are given the most challenging teaching assignments to the highest need students.

After the data review, Ruth O Harris Middle School identified: *Students can solve and restate but will need instructional approaches to be able to explain, apply, interpret, and produce evidence of learning and apply across disciplines.* To address this issue, Ruth O Harris Middle School staff will engage in professional development centered around the principles of how people learn and then engage in inquiry cycles centering around reviewing their student data to determine if their instructional approaches are leading to students explaining, applying, interpreting and producing evidence of their learning across disciplines. The Ruth O Harris Middle School Educational Partners identified teacher quality as a resource inequity and feel they need to bring back the Bulldog Family Induction to familiarize new teachers with the culture and academics of the school site. They also identified early intervention as a resource inequity and feel they need to develop an intervention program which identifies students in need and defines what interventions are going to look like. They also felt empowering rigorous content is a resource inequity and they want to make sure all teachers are holding students to high rigor. They also felt this issue could be addressed through the creation of common assessments and data review.

After reviewing and reflecting on their school program, Slover Mountain High School identified teaching quality as a resource inequity as teachers need professional development on strategies to address the diverse needs of English Learners. More training will be provided to teachers with an emphasis on Integrated and Designated instruction so students with high needs have access to great teaching.

Educational partners have been involved with the process at all three school sites through a review of the school programs at each English Language Advisory Council (ELAC) and School Site Council (SSC). Data is provided to the educational partners to provide input on strategies to adjust or abandon.

Monitoring and Evaluating Effectiveness

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

The CJUSD Educational Services Division provides MAPS, CAASPP, and grades information to sites. The CJUSD Student Services Division provides school climate data, such as attendance, suspension and expulsion information to sites. These data points are to be used for data examination and reflection by school sites. Before the school year begins, the school sites are expected to calendar the moments when data points occur. Select members of district office administration will support the sites by leading or participating in these moments.

School teams will measure the effectiveness of actions and services to support students based on the student outcomes in the predetermined benchmark assessments or metrics at each evaluation period. Student results will be discussed at teacher collaboration meetings, leadership meetings and ELAC and SSC to determine if changes are needed to promote student success. School sites are expected to analyze the data with the Leadership Team, ELAC and SSC to determine the effectiveness of the strategies selected and determine if strategies need to be added, adjusted or abandoned.

The effectiveness of the school's actions and strategies will be based on the progress toward benchmark goals that are outlined in each school's School Plan for Student Achievement. The data collected to help determine the effectiveness of the plan will be presented to parents, school and District staff so that areas of strength or needs for improvement can be transparently discussed and addressed, and appropriate changes can be implemented as needed. Site plans are reviewed annually with educational partners as mentioned in the previous sections before being presented to the Board.

Members of District administration meet with site leaders to ensure all SPSAs address the needs assessments and align with the LCAP. While individual site SPSAs are monitored by site-based School Site Councils, English Language Advisory Committees and Leadership Teams, the District monitors plan implementation by ensuring CSI SPSA plans are fully funded and Board-approved. District administration will continue to meet with CSI site leadership for focused work centering around the review of data and the effectiveness of strategies selected.

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 E
Staff members	The LCAP committee meetings were held in a hybrid, virtual or in-person format depending upon the topic, over the course of the 2023 -2024 year. The LCAP Steering Committee is composed of certificated staff (elementary, secondary, special education teachers and counselors), classified collective bargaining representatives, classified staff, the district foster youth liaison, elementary and secondary principals and district administrators. The Steering Committee met on 10/5/23, 10/26/23, 11/2/23, 11/16/23, 1/11/24 and 2/1/24. The Writing Committee met on 4/1/24 and 4/11/24. Steering Committee members were tasked with informing their respective "groups" and collecting feedback which was provided via email (lcap_info@cjusd.net) and through a google form. Additionally, the 2024-25 final proposal was presented by principals to all School Site Councils in April and May. The Special Education Local Plan Area (SELPA) Administrator was invited to attend our LCAP Steering Committee meetings in a phone conversation at the start of the school year, and through calendar invitations. The Steering Committee was presented with a review of the LCAP process, as well as a review of the work completed by last year's educational partners. Both the LCAP Steering and Parent Committees reviewed current actions/services and metrics to determine effectiveness. All educational partner groups provided suggestions for possible uses of funding and services and recommendations for the LCAP. Using this input, the LCAP Writing Committee developed the final list of actions and services for funding with LCAP dollars. The District's annual LCAP survey was conducted February 5, 2024 through March 8, 2024. The District's annual LCAP survey was conducted February 5, 2024 through March 8, 2024. The District partnered with Thought Exchange to update, distribute and summarize the 2024 - 2025 LCAP responses. The survey was disseminated via email to staff, and was available on our website and social media. Of the respondents, 1,432 were staff members. The LCAP survey provides the district a means to increase educational partner input in the LCAP process and provides an option for district partners to participate who cannot participate using other venues.

Students	In order to encourage student voice and facilitate dialogue, in person Student Forums were conducted at each high school during first semester at BHS (10/6/23), CHS (11/15/23), GTHS (10/30/23), Slover (10/19/23), and both virtually and in person at Washington High School (12/7/23). Student Forums were held at each middle school during the first semester at CMS (10/19/23), Joe Baca Middle School (10/5/23), THMS (10/20/23) and Ruth Harris Middle School (11/17/23). Each school site selected a representative group of students to participate in Student Forums. Students shared opinions on what was occurring academically and socially at their school sites. Students from all student groups were invited to participate including low income, English Learner, and foster youth. The District's annual LCAP survey was conducted February 5, 2024 through March 8, 2024. The District's annual LCAP survey was conducted February 5, 2024 through March 8, 2024. The District partnered with Thought Exchange to update, distribute and summarize the 2024 - 2025 LCAP responses. The survey was disseminated via email to all students in grades 5 - 12, and was available on our website and social media. Of the respondents, 5,845 were students. The LCAP survey provides the district a means to increase educational partner input in the LCAP process and provides an option for district partners to participate who cannot participate using other venues.

| Equity Multiplier Schools | Each equity multiplier school, Slover Mountain High School, and Wilson Elementary School met with their educational partners between January 20, 2024 through April 15, 2024. They shared equity multiplier information, and reviewed dashboard and local data at their School Site Council and English Language Advisory Council meetings, as well as leadership team and staff meetings. Educational partners created a list of causal factors after reviewing the data and identified needs within the student groups. After identifying the needs of the student groups, educational partners created goals and identified services and actions based on these goals. The school sites worked with Educational Services to narrow this list to commit to evidence-based services and actions. Since Washington High School had more limited dashboard to review because of the lack of data on their dashboard, they relied on their WASC plan and dug deeply into their local data to identify needs to assist the students at their site. Educational partner feedback suggested a need for a community liaison to facilitate communication between the school and parents/guardians to connect them with the school site. Responses also included a desire for more academic support, particularly in the area of math.

African-American students were also identified as an equity multiplier group at the district level. CJUSD has engaged with the educational partners of the African-American student group since April, 2023 on the needs of African-American students after this sub-group was identified for Differentiated Assistance. In spring, 2023, CJUSD staff consisting of school and district administrators and site certificated staff conducted empathy interviews with African-American students at all sites to understand their home and school experience. Additionally, parents were interviewed on how they perceived their child's educational experience. Specific themes were identified after reviewing the results, and an action plan was created. An additional parent survey was conducted with CJUSD staff in February, 2024 to identify the wants and needs of African-American families. This information was compiled to determine the needs, goals and actions for African-American students. |
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| Family members/community | Parent Committee meetings were held in a hybrid format. LCAP Parent Advisory meetings were held on 10/3/23, 10/24/23 and 1/24/24, 4/30/24. Meetings conducted in Spanish were held in the morning and meetings conducted in English were held in the evening. Parents/guardians district-wide, including parents/guardians of low income, English Learners, and Foster Youth students were invited to attend LCAP parent meetings. The proposed LCAP was initially shared with the Community Cabinet on April 24, 2024, and then presented to DPAC on April 25, 2024, LCAP on April 30, 2024, and DELAC on May 8, 2024. Furthermore, it was discussed in a public Board meeting on June 6, 2024. At each of these meetings, educational partners were encouraged to provide feedback through chat, jamboards, oral response or an email address for thoughts and/or questions that may have come up afterward. The Superintendent's responses to parent and educational partner questions are posted on the district LCAP website. Parents districtwide were invited to participate, including members of the District English Learner Parent Advisory committee (DELAC), the African-American Parent Advisory committee (AAPAC), and District Parent Advisory Committee (DPAC), as well as at a public Board meeting. During meetings, parents were invited to actively participate through structured activities and ask questions orally and in chat, and supplied with an email address (lcap_info@cjusd.net) to continue input after the meeting times ended. Meeting invitations were sent to parents via Parent Square (recorded message), social media, district/site websites, and email. The District Foster Youth Liaison reached out to foster parents to help facilitate participation in the LCAP process (both for meetings and survey). Additional parent input was requested at site level parent meetings (for example, SSC, ELAC). CJUSD LCAP committees were presented with a review of the LCAP process, as well as a review of the work completed by last year's educational partners. They reviewed current actions/services and metrics to determine effectiveness and provided suggestions for possible uses of funding and services and recommendations for the LCAP. Using this input, the LCAP Writing Committee developed the final list of actions and services for funding with LCAP dollars. This educational partner input occurred during regularly scheduled LCAP Parent and Steering Committee meetings, AAPAC, DELAC, and DPAC parent meetings. The District's annual LCAP survey was conducted February 5, 2024 through March 8, 2024. The District partnered with Thought Exchange to update, distribute and summarize the 2024 - 2025 LCAP responses. The survey was disseminated via email to all families and was available on our website and social media. Recorded messages were also sent in both English and Spanish inviting our partners to participate. The LCAP survey completion rate increased from the following year, with 8,445 participants completing the survey, compared to 7,735 from the previous year. Of the respondents, 1,168 were parents/guardians. The LCAP survey provides the district a means to increase educational partner input in the LCAP process and provides an option for district partners to participate who cannot participate using other venues. The LCAP was presented to East Valley SELPA on May 13 and an approval letter was received on May 20, 2024. A public hearing was held on June 6, 2024 and the LCAP was adopted by the Board on June 25, 2024. |

Insert or delete rows, as necessary.

At the LCAP parent meeting on October 24, 2023, LCAP parents requested CJUSD to continue funding AVID, CTE, Link Learning and work-based learning. They requested CJUSD continue funding GATE and teacher conference attendance to GATE workshops. This can be reflected in Goal 2.23. Parents recognized the benefit of instructional assistants and stressed CJUSD continues providing help for students who cannot read. This can be found reflected in goals 2.18, 2.1 and 2.4. They also made many suggestions to enhance existing items in the LCAP, such as creating an easier system to trade out chromebooks or obtain loaners for the 1:1 devices. Family members expressed the desire for more funding for field trips because it motivates students. They wanted to be sure special education students have access to field trips and wanted more on-site and off-site experiences for students. These requests are reflected in goal 1.16. They felt secondary students benefited from summer school and requested additional courses so students didn't have to go elsewhere to obtain credits during the summer. This request can be observed in goal 2.3. Parents viewed PBIS as important and hoped for more multicultural assemblies. These desires can be located in goals 3.1 - 3.4. Parent workshops are also viewed as critical in the LCAP and hoped CJUSD would add more parent workshops for math for the different levels and requested CJUSD research new ways for parent involvement, as well as identify obstacles preventing families from attending the existing workshops. This action can be found in goal 4.1. Parents also requested all TOAs be funded from the LCAP, the addition of more real-world classes in secondary schools, and adding workshops for secondary students on the awareness of substance abuse. These requests can be found in goal 2.16. Parents consider teacher professional development to be important and want to ensure the professional development translates into changes in classroom practice and implementation. The parent committee suggested the AP passage rate metric, graduation rate metric and the PBIS survey be continued in the LCAP. These metrics continued in M1.12, M2.5, M2.6, M3.11. The parent committee also requested training for substitute teachers to record accurate attendance and adhere to the lesson plans left by the teacher. Additional metrics on how the students feel about the cleanliness of their classrooms and how they perceive the teachers care for them and take interest in them were requested to be added. This can be found in M3.4 and M3.8.

LCAP survey responses from students indicate a wide range of areas that the district could focus on to support and increase student success over the next three years. These include improving the quality of school meals, increasing the number of field trips, providing better classroom and testing resources and environment, and enhancing the cleanliness of school facilities, particularly restrooms. Respondents also suggested the need for more engaging and diverse elective classes, better communication with teachers, and more support for struggling students. A few responses highlighted the importance of mental health and creating a comfortable and enjoyable learning environment.

LCAP survey responses from staff and teachers suggest a wide range of areas that need to be addressed to support and increase student success over the next three years. These include reducing class sizes to enhance individual attention, providing professional development opportunities for teachers, and implementing more interventions for low-performing students. There is a call for better discipline management, improved technological resources, increased counseling services, and improved physical facilities such as playgrounds and classrooms. The need for a more inclusive curriculum that aligns with student needs and abilities was also highlighted. Additionally, the importance of student well-being, emotional health, and safety was emphasized. Other suggestions included improving school classroom environments, ensuring adequate school supplies, and addressing staff hiring and growth opportunities.

LCAP Survey responses from parents indicate a wide range of areas that need attention in the district's planning for student success. These include the introduction of more real-life electives and practical skills classes, improving school safety and reducing bullying, providing healthier food options, and ensuring more inclusive education for all students. Respondents also highlighted the need for smaller class sizes, more multicultural engagement opportunities, and better communication between teachers, students, and parents. Additionally, the importance of focusing on students' mental health, providing additional academic support, increasing library resources and access to books in English and other languages, and increasing teacher accountability were emphasized. The responses also suggested the need for more rigorous and engaging curriculum, better facilities, and more extracurricular activities.

CJUSD secondary students expressed a variety of suggestions and requests through the student forums to be considered when building the LCAP. The importance of interpersonal connections between staff and students was stressed multiple times. Students want to be present among caring teachers and students. They want to feel connected to the staff at their schools. Students reminded CJUSD safety is important and treating students equitably in a bully-free environment is crucial. These actions are reflected in 2.25, 3.1 - 3.4, CTE, linked learning pathways and vocational exploration is also important to secondary students, and the importance of classes which relate to the "real world," such as personal finances. They want more information on career and jobs, as well as college classes. These requests are reflected in actions 1.7 - 1.10. Fair grading and engaging instruction in the classrooms is a major desire for students. This request can be found in 2.16. Equity is also prevalent to students, as well as having access to participate in sports, including better sports equipment. These desires can be found in actions 2.25 and 2.7. Field trips which are accessible to students in any student group are important to students. This request can be found in 1.16. Mental health support is paramount to students. This request can be found in actions

3.5 - 3.8. Students find AVID to be beneficial and hope AVID continues to grow. This program can be found in 1.11.

On September 14, 2023, the Steering Committee shared their opinions on the metrics currently used. They agreed CJUSD should continue using the metrics of Dashboard school climate (M3.6), and chronic absenteeism (M3.6). They felt the PBIS School Climate Survey is a strong metric because it is a direct response from students that provides feelings of safety and belonging. They felt that while CAASPP test scores are important to include, they also felt MAPS data should be included at the secondary level since I-ready was included as a metric at the elementary level (M2.9). The Steering Committee also felt there is a need to add subgroups of students as metrics (metrics can be found throughout goal 2 and 3). They suggested removing the dropout metric because it was not a good indicator of wellness and felt there should be different mental health metrics added (M3.12). The Steering Committee also recommended the number of mental health referrals should be removed from the LCAP and replaced with a metric on how well the Wellness Center staff responded to the referrals (M3.12). The Writing Committee reviewed metrics and three year targets again on April 4 and April 11, 2024 to determine appropriateness. The Writing Committee made multiple recommendations to the metrics and targets including metrics beyond the Dashboard, such as surveys for students in the CTE/linked learning actions, exit surveys to students on learned coping skills at the Wellness Center, staff connectedness, surveys for staff in the areas of professional development, surveys to staff on IT satisfaction with work conducted, and incorporating targeted GATE scores only in the appropriate actions, and changing many NWEA MAPS goals to A-G or graduation rate (M3.8, M3.10, M3.12, M3.13, M.

Each equity multiplier school plan involved much dialogue from their educational partners as they reviewed their data to determine goals and metrics. Slover Mountain High School dug deeply into the College and Career Indicator data to determine how to most effectively and

efficiently improve student growth in this area. While they debated on hiring an additional foreign language teacher in an effort to improve A-G eligibility, they decided to focus on a learning specialist and a community liaison could assist with college and career readiness. This information can be found in Goal 5. Initially, educational partners at Washington High School determined student needs centered around classroom revitalization, parent and community engagement, mental health support, staff support and training, academic support, infrastructure and resources, and evaluation and measurements. Educational partners then reviewed student needs through a lens of evidence-based practices and decided to focus on parent and family engagement and staff support and training. This information can be found in Goal 6. Wilson Elementary School also had robust conversations around the data when determining student needs and evidence-based actions and services. Student behavior and academic achievement was the primary focus when reviewing data. Ideas of noon aides to provide greater supervision to students, a learning specialist to assist with academic and behavioral interventions, a behaviorist to assist in the classroom with student behavior, the Wilson Educational partners agreed to focus on teachers on assignment to assist with literacy with a focus on reading in the the primary and upper elementary grades. This can be found in Goal 8. Educational partners of the African-American subgroup expressed wanting more connectedness with school staff and more acceptance of diversity. They want to see more representation of their color reflected in school staff, exposure to cultural events and career paths, and culturally-targeted curriculum. They feel Black History Month is poorly executed and feel mental health is important to their needs. This information can be found in Goal 7.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Equitable Access for ALL.** Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

CJUSD established the Equitable Access for ALL goal with a dedicated focus on ensuring equity across specialized programs and specific student sub-groups. This initiative emphasizes the detailed review and analysis of data for all student cohorts to guarantee equitable representation throughout the district's specialized programs and academic domains. By identifying and addressing any disparities, we can develop targeted action plans that hone in on areas where inequities exist, facilitating a detailed examination of student achievement areas. Through an emphasis on improving these metrics, we are committed to fostering increased student achievement and expanding access to programs, thus advancing our overarching goal of Equitable Access for ALL students.

The Equity goal focuses on providing programs, services, and equitable resources to our low income, foster youth, and English Learner students across the district supporting courses and programs that promote student engagement and enrichment, academic interventions and support to close the achievement gap and keep students engaged in learning. Eighty-two percent of 5649 students who completed the LCAP Survey expressed support for their ability to access courses many supported through the LCAP they felt were needed to graduate and move on to a college/career.

Dashboard data in English and Math were reviewed and indicate the need to support all students -56.8 points dfs ELA and -91.3 points dfs Math compared to our low income (-62.4 points dfs ELA, -96.5 points dfs Math) Foster Youth (-83.6 points dfs, -109.1 points dfs Math) and English Learners (-91.8 points dfs ELA, -116.5 points dfs Math). Our College/Career indicator also shows the need to support all students in working towards a-g completion (All 25.9%, EL 9.2%, SED 24.5%) and an increase in Seniors completing Career Pathways (All 17.3%, EL 8.4%, SED 16.6%)

In addition, two metrics (M1.20 and M1.21) were added to this equity goal to support student access to instructional materials through Williams inspection reporting at assigned schools and adequate facilities in good repair as a result of the San Bernardino County Williams Inspections.

Based on requests for academic, co-curricular and extra-curricular activities from our students, parents, classified and certificated staff and administrators in our LCAP meetings and through the annual LCAP survey, the following programs were requested to continue and to improve access to our students:

-English Learner Support

-Career Technical Education

-Special Education

-AVID

-GATE

-Access to Libraries

-Visual & Performing Arts

-Enrichment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	English Learner Reclassification Rates as measured by the district SIS. Local Metric State Priority: 4	All: (K-12): 13.5% (2022-23) LTEL's: 25% (2022-23) DI EL's (K-8): 11.0% (2022-23) Non DI (K-8): 10.0% (2022-23)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 16.5% LTEL's: 30% DI EL's: 15% Non DI: 14%	N/A

M1.2	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 District Level	All: 46.8% LTEL's: 41% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 52.8% LTEL's: 48%	N/A
M1.3	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 School Level	Elementary **D'Arcy** 30% making progress **Sycamore Hills** 42.7% making progress Middle **Joe Baca MS** 40.9 % making progress **Terrace Hills** 39% making progress (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Elementary **D'Arcy** 45% making progress **Sycamore Hills** 50.7% making progress Middle **Baca MS** 46.9% making progress **Terrace Hills** 45% making progress	N/A
M1.4	Percentage of monitoring forms completed in Ellevation for struggling students. Local Metric State Priority: 4	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A

M1.5	Percentage of Special Education students in <40% general education from CDE Data Quest. State Priority 4, 7, 8	All: 18% (Fall 2023) MS: 12% (Fall 2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 15% MS: 10%	N/A
M1.6	Percent of Students in combined 4 and 5 year graduation rate who completed at least one CTE Pathway with a grade of C- or better in the capstone course as measured by CA Dashboard. State Priority: 4	All: 17.3% EL: 8.4% SED: 16.6% FY: 25.0% SWD: 8.1% AA: 13.3% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 25.0% EL: 17% SED: 24.5% FY: 25.0% SWD: 14.4% AA: 23.0%	N/A
M1.7	Percentage of students who have completed both A-G requirements and CTE Programs as measured by the CA Dashboard. State Priority: 4	All: 7.1%% EL: 1.7% SED: 6.2% FY: 16.7% SWD: 1.6% AA: 5.0% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 15.0%% EL: 11.0% SED: 14.0% FY: 17.0% SWD: 11% AA: 13.0%	N/A

M1.8	Percentage of CTE students who feel their work-based learning experiences contributed to increased motivation and engagement in their career pathway on the CTE Student Survey. Local Metric State Priority: 4, 5, 7	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M1.9	Percentage of teachers who indicate CTE/LL professional development sessions supported their instructional practices for English Learners, LTELs, low-income, and foster youth students based on CTE PL Survey feedback. Local Metric State Priority: 2, 4, 8	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A

M1.10	Percentage of CTE students who feel materials, equipment, and supplies provided in their CTE classes provide critical skills needed in their career pathway on the CTE Student Survey. Local Metric State Priority: 4, 5, 8, 9	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M1.11	Percentage of students who have successfully completed A-G requirements as reported by the CA Dashboard. State Priority: 4	All: 25.9% EL: 9.2% SED: 24.5% FY: 33.3% HY: 19.9% SWD: 4.3% AA: 23.3% AVID: 73.17% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 35.5% EL: 25.2% SED: 34.5% FY: 35.5% HY: 31.9% SWD: 19.3% AA: 35.5% AVID: 73.17%	N/A

M1.12	Percentage of students passing AP exams with a 3 or higher as measured by College Board. State Priority: 4	All: 35% BHS: 48% CHS: 32% GTHS: 30% AVID: 43.9% EL: 53% SED: 39% SWD: 40% AA: 32% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	CJUSD: 38% BHS: 51% CHS: 34% GTHS: 33% AVID: 43.9% EL: 53% SED: 42% SWD: 41% AA: 36%	N/A
M1.13	Percentage of students prepared on the College & Career Indicator on the CA School Dashboard. District Level State Priority: 8	All: 26.9% EL: 9.9% SED: 25.8% HY: 19.7% SWD: 3.9% AA: 10.5% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 35.9% EL: 22% SED: 34.8% HY: 27.7% SWD: 20% AA: 25%	N/A
M1.14	Percentage of students prepared on the College & Career Indicator on the CA School Dashboard. School Level State Priority: 8	**Bloomington** EL 8.9% SWD 6.8% **Colton HS** SWD 2.2% **Grand Terrace** SWD 7% **Slover Mountain** All .6% EL 0% LI .6% HI .7% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	**Bloomington** EL 14% SWD 12% **Colton HS** SWD 32.2% **Grand Terrace** SWD 22% **Slover Mountain** All 1.5% EL .9% LI 1.5% HI 1.6%	N/A

| M1.15 | Maintain determination of standard met on the CA Dashboard Local Indicator 7: Access to a Broad Course of Study

State Priority: 7 | Standard Met (2023) | Available in 2025-26 LCAP | Available in 2026-27 LCAP | Standard Met | N/A |
|---|---|---|---|---|---|---|
| M1.16 | Percent of survey respondents who feel students have access to a comprehensive course of study including programs and services developed and provided to unduplicated students and students with exceptional needs on the LCAP Student Survey and Local Indicator 7 Survey.

Local Metric

State Priority: 7 | LCAP Student Survey All : 82% (2024)
LCAP Student Survey
BHS: 82%
CHS: 80%
GTHS: 85%
CMS: 77%
JBMS: 80%
RHMS: 83%
THMS: 82%
SMHS: 87%
WHS: 81% | Available in 2025-26 LCAP | Available in 2026-27 LCAP | LCAP Student Survey All : 85%
LCAP Student Survey
BHS: 85%
CHS: 83%
GTHS: 85%
CMS: 81%
JBMS: 84%
RHMS: 85%
THMS: 85%
SMHS: 87%
WHS: 84% | N/A |

M1.17	Survey percentage of students who believe participation in intramural athletics helped them to be more successful in school based on the LCAP Student Survey Local Metric State Priority: 4,7, 8	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M1.18	Pacing guide completion within current adoptions supporting student access to standards aligned instructional materials including ELD standards in courses based on CJUSD course handbooks/outlines data. Local Metric State Priority: 1, 2, 7, 8	MS: 82% (2024) HS: 94% (2024)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	MS: 85% HS: >95%	N/A

M1.19	Maintain determination of standard met on the CA Dashboard Local Indicator 2: Implementation of Academic Standards State Priority: 2	Standard Met (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Standard Met	N/A
M1.20	Zero Instructional Materials findings on San Bernardino County Superintendent of Schools Annual Williams Inspection report supporting student access to standards aligned instructional materials and courses. State Priority: 1	Zero Findings (2023-24)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Zero Findings	N/A
M1.21	Zero School facilities findings on the San Bernardino County Superintendent of Schools Annual Williams Inspection report. State Priority: 1	Zero Findings (2023-24)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Zero Findings	N/A

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Learner Support: Language Assessment Center	The Language Assessment Center will maintain employees (4), including Language Assessment Specialists and Language Assessment and Data Specialists, to conduct initial and annual testing for English Learners (ELs) and Long Term English Learners (LTELs) with the purpose of supporting new and continuing EL students. This action ensures each EL and LTEL is appropriately placed and tracks their progress towards achieving their language proficiency goals. This action will be measured by M1.1, M1.2 and M1.3.	$409,706	Y

1.2	English Learner Support: Language Support Services	Language Support Services Staff will be maintained to provide program oversight, staff development and clerical to support improved outcomes for our district-wide English learner program. Staffing includes: Director (1), clerical (1), Curriculum Program Specialists (3). These positions directly support our English Learner teachers and students with curriculum, training, interventions and academic support to meet EL and LTEL educational and language acquisition needs. This action will be measured by M1.1, M1.2 and M1.3.	$941,258	Y
1.3	English Learner Support: English Learner Site Support	Language Support Services will provide English Learner Counselors (3), High School TOA's (3), and EL Site Leads (one per site, 27 sites) who will provide intense monitoring and support for English Learner students, including R-FEP and LTEL's to keep students on track to be reclassified. This action will be measured by M1.1 and M1.4.	$936,115	Y
1.4	English Learner Support: Instruction and Technology	The district's Language Support Services will purchase English Learner instructional materials, online programs, assessment systems, and needed transcript reading services to support EL and LTEL student learning and assessment, as well as to target interventions and support for English Learners and LTEL's where it is needed. This action will be measured by M1.1, M1.2, M1.3 and M1.4.	$195,000	Y
1.5	English Learner Support Dual Immersion	Language Support Services will provide Dual Immersion Teachers (33), teacher stipends, and DI instructional materials principally directed to English Learner dual immersion students to support the increased need for sites to open and continue dual immersion programs across the district to promote outcomes in Reading and multilingual acquisition skills. This action will be measured by M1.1.	$5,089,455	Y
1.6	English Learner Support: Multilingual Instructional Support	School sites will provide Multilingual Instructional Assistants (32) for 6-hours a day for English learner and LTEL students in grades TK-12 to support core academic content and language knowledge acquisition. This action will be measured by M1.1, M1.2 and M1.3.	$1,255,012	Y
1.7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support	Career Technical Education will purchase instructional materials, equipment, and supplies for each Linked Learning pathway to provide teachers and English Learners, low income and foster youth students with pathway specific needs for instruction, recruiting and marketing to support improved outcomes in CTE pathway completion with a grade of C or higher and increased outcomes in students meeting both CTE and a-g requirements. This action will be measured by M1.6 and M1.7	$632,265	Y

1.8	CTE/LL: Work-based learning	Career Technical Education will increase marketing and work-based learning opportunities to support CTE pathway completion for students and provide for a work-based learning tech (1), CTE teachers (7), and Curriculum Program Specialist for CTE/LL pathways for English learners, low income, and foster youth students. This action will be measured by M1.6 and M1.8.	$2,895,384	Y
1.9	CTE/LL: Professional Development	The district will provide opportunities for CTE/LL teachers to collaborate with teachers and attend professional development conferences to support teacher knowledge and skills to increase outcomes in CTE pathway completion for English learners, low income, and foster youth students. This action will be measured by M1.6 and M1.9.	$30,000	Y
1.10	CTE/LL: ROP Program	The district will provide ROP/CTE programs, classes, and pathways for English Learners, foster youth, and low income students creating opportunities for work-based learning experiences, increasing student's industry related and soft skills to prepare students to be college and career ready upon graduation. This action will be measured by M1.6, M1.10, M1.14.	$3,403,000	Y
1.11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	The district will provide AVID teachers, tutors, field trips, and instructional materials for Low income and English Learner AVID students in AVID classrooms to support student academic success and preparation for college and careers. This action will be measured by M1.11, M1.13 and M1.14.	$2,678,756	Y
1.12	AP Testing Support	Sites will provide substitute teachers for Advanced Placement teachers to proctor Advanced Placement tests to provide a positive and quality testing environment to increase outcomes for student success for low income and English Learner students on the AP exams. This action will be measured by M1.12.	$145,000	Y
1.13	VAPA: VAPA Teachers	The district will provide 12 additional elementary expanded learning teachers, 9 district band and music teachers, support stipends and instructional materials in the area of Art, Music vocals, STEAM and Physical Education & Dance to support access to co-curricular activities for our English Learners, foster youth and low income students. This action will be measured by M1.15 and M1.16.	$3,562,883	Y

1.14	VAPA: Site Support	VAPA teachers will promote access to co-curricular activities for our low income students by enhancing elementary and secondary Visual and Performing Arts (VAPA) programs by providing equitable materials and supplies including musical instruments and sheet music and a program manager to implement the District ARTS Plan. This action will be measured by M1.15 and M1.16.	$642,500	Y
1.15	NJROTC Support	Bloomington and Colton High Schools will provide NJROTC support to teachers and students for instructional materials, equipment, and/or student field trips to increase access in co-curricular activities for low income students. This action will be measured by M1.16.	$10,000	Y
1.16	Student Field Trips	All School sites will provide opportunities for low income, English Learners, and Foster Youth students to gain experiences outside the classroom by supporting work-based learning and co-curricular student experiences through field trips for unduplicated students at all sites. This action will be measured by M1.16	$270,000	Y
1.17	Athletics: Middle School and Alternative Ed Intramural Athletics	Middle and alternative schools will provide intramural athletics for low income students to participate in extracurricular activities to increase access and positive support for behaviors of our low income students. This action will be measured by M1.17 and M3.11.	$130,000	Y
1.18	Secondary Elective Textbooks	Secondary Education will provide new and replacement non-core and elective textbooks to provide student access to standards aligned courses, instructional materials, and adequate resources to support Low Income, English Learners, and Foster Youth.This action will be measured by M1.18 and M1.19.	$200,000	Y

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	**Student Achievement.** Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

CJUSD's Student Achievement goal spotlights the dashboard's indicators directly related to student academic progress at the broader district level. Prioritizing student achievement highlights the district's vision for our Design Plan and focus in advancing our students' academic growth, while also pinpointing areas that require further assistance. The collection of actions and metrics under this goal are designed to provide instructional support, assessments, and interventions crucial for focusing our teachers in advancing our students within our unduplicated populations. This comprehensive approach ensures support for all students, facilitating an upward trajectory in student achievement district-wide.

The Student Achievement goal focuses on providing programs, services, and equitable resources to our low income, foster youth, and English Learner students across the district supporting courses and programs that promote academic achievement, academic interventions, technology and literacy and support to close the achievement gap and help students achieve in learning. Community Partner data expressed the need to improve students overall performance in English Language Arts and Mathematics and to provide support for students in these areas.

Dashboard data in English and Math were reviewed and indicate the need to support all students -56.8 points dfs ELA and -91.3 points dfs Math compared to our low income (-62.4 points dfs ELA, -96.5 points dfs Math) Foster Youth (-83.6 points dfs, -109.1 points dfs Math) and English Learners (-91.8 points dfs ELA, -116.5 points dfs Math). Our College/Career indicator also shows the need to support all students in working towards a-g completion (All 25.9%, EL 9.2%, SED 24.5%) and an increase in Seniors completing Career Pathways (All 17.3%, EL 8.4%, SED 16.6%). Our Dashboard Graduation Rate shows the need to support students with completing graduation requirements with an 86% Graduation rate for all students, 85.7% for low income, 71.8% for English learners, and 75% for foster youth.

In addition, the metric for the percentage of FTE that have a clear teacher credential (M2.15) was added to this goal as a general measure of effectiveness to support student achievement with qualified teachers across the district.

Based on the data above, input from community partner groups, and input from our LCAP meetings, the metrics, actions, and services in Goal 2 were made as a result of this analysis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	CAASPP ELA Distance from Standard (dfs) on CA Dashboard District Level State Priority: 4	All: -56.8 dfs Middle Schools: -85.8 dfs High Schools: -41.2 dfs EL: -91.8 dfs SED: -62.4 dfs FY: -83.6 dfs HY: -77.7 dfs SWD: -135.1 dfs AA: -65.8 dfs (all 2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: -47.8 dfs Middle Schools: -70 dfs High Schools: -32.2 dfs EL: -75 dfs SED: -50 dfs FY: -70 dfs HY: -60 dfs SWD: -120 dfs AA: -50 dfs	N/A

| M2.2 | CAASPP ELA

Distance from Standard (dfs) on CA Dashboard

Site Level

State Priority: 4 | Elementary
Lincoln
EL -71.9 DFS
Birney
All -73 DFS
EL -90.1 DFS
LI -76 DFS
HI –74.6 DFS
Crestmore
SWD -101.1 DFS
Smith
SWD -116.9 DFS
Grand Terrace
EL -88.4 DFS
SWD -127.1 DFS

Jurupa Vista
EL -88.5 DFS

Mary B. Lewis
EL -94 DFS
SWD -105.9 DFS
D'Arcy
SWD -129.8 DFS
Rogers
EL -95.9 DFS
SWD -148.1 DFS
Sycamore Hills
EL -91.3 DFS
SWD -161.8 DFS
Terrace View
SWD -90.6 DFS
Zimmerman
SWD -111.8 DFS
McKinley
EL -78.3 DFS
HY -114.8 DFS
Wilson
EL -71.5 DFS
SWD -98.1 DFS

Middle School
Colton Middle
All -83.4 DFS
EL -128.9 DFS
HY -100.3 DFS | Available in 2025-26 LCAP | Available in 2026-27 LCAP | Elementary
Lincoln
EL -62.9 DFS
Birney
All -64 DFS
EL -70 DFS
LI -67 DFS
HI -65.6
Crestmore
SWD -92.1 DFS
Smith
SWD -107.9 DFS
Grand Terrace
EL -79.4 DFS
SWD -118.1 DFS

Jurupa Vista
EL -70.0 DFS

Mary B. Lewis
EL -70 DFS
SWD - 96.9 DFS
D'Arcy
SWD - 120.8 DFS

Rogers
EL -70 DFS
SWD -139.1 DFS
Sycamore Hills
EL -82.3 DFS
SWD -152.8 DFS

Terrace View
SWD -69.9 DFS
Zimmerman
SWD
McKinley
EL 69.3 DFS
HY -90.8 DFS
Wilson
EL -62.5 DFS
SWD -89.1 DFS

Middle School
Colton Middle
All -53.4 DFS
EL -98.9 DFS | N/A |

		LI -86 DFS SWD -174.3 DFS HI -83.4 DFS **Ruth O. Harris** All -96.5 DFS EL -139.8 DFS LI -99.1 DFS SWD -183.2 DFS AA -93.6 DFS HI -100.7 DFS **Terrace Hills** AA -103.2 DFS High School **Bloomington HS** EL -136.5 DFS LI -46.8 DFS SWD -164.4 DFS HI -45.9 DFS **Colton HS** EL -109.3 DFS SWD -150.4 DFS **Grand Terrace** AA -71.1 DFS **Slover Mountain** All -156.6 DFS LI -156.5 DFS HI -160.5 DFS (all 2023)			HY -70.3 DFS LI -56 DFS SWD -159 DFS HI -53.4 DFS **Ruth O. Harris** All -70 DFS EL -70 DFS LI -70 DFS SWD -70 DFS AA -70 DFS HI -70 DFS **Terrace Hills** AA -70 DFS High School **Bloomington HS** EL -133.5 DFS LI -39.8 DFS SWD-158.4 DFS HI -36.9 DFS **Colton HS** EL -45 DFS SWD -120.4 DFS **Grand Terrace** AA -45 DFS **Slover Mountain** All -147.6 DFS LI -147.5 DFS HI -151.5 DFS	

M2.3	CAASPP Math Distance from Standard (DFS) on CA Dashboard District Level State Priority 4	All: -91.3 dfs Middle Schools: -125.9 dfs High Schools: -132 dfs EL: -116.5 dfs SED: -96.5 dfs FY: -109.1 dfs HY: -112.6 dfs SWD: -163.7 dfs AA: -103.1 dfs (all 2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: -82.3 dfs Middle Schools: -105.9 dfs High Schools: -113 dfs EL: -100 dfs SED: -85 dfs FY: -100 dfs HY: -103.6. dfs SWD: -144 dfs AA: -90 dfs	N/A

| M2.4 | CAASPP Math

Distance from Standard (DFS) on CA Dashboard

Site Level

State Priority: 4 | **Birney**
SWD -159.9 DFS
Crestmore
SWD -117.7 DFS
Smith
SWD -133.8 DFS

Jurupa Vista
EL -102.8 DFS

Mary B. Lewis
EL -100.9 DFS
SWD -123.3 DFS
D'Arcy
EL -99.9 DFS
SWD -158.9 DFS
Rogers
EL -106 DFS
SWD -178.9 DFS
Sycamore Hills
EL -97.9 DFS
SWD -181 DFS
Terrace View
SWD -112.8 DFS
McKinley
EL -96.8 DFS
HY -143.5 DFS
Wilson
SWD -120.3 DFS

Middle School
Colton Middle
All -120.1 DFS
EL -160.4 DFS
HY -145.3 DFS
LI -122.6 DFS
SWD -209.2 DFS
HI -119.4 DFS
Ruth O. Harris
All -143.8 DFS
EL -182.3 DFS
LI -148 DFS
SWD -209.9 DFS
AA -150.7 DFS
HI -147.6 DFS
Terrace Hills
EL -155.7 DFS | Available in 2025-26 LCAP | Available in 2026-27 LCAP | **Birney**
SWD -150.9 DFS
Crestmore
SWD -108.7 DFS
Smith
SWD -124.8 DFS

Jurupa Vista
EL -93.8 DFS

Mary B. Lewis
EL - 95 DFS
SWD -114.3 DFS
D'Arcy
EL - 90.9 DFS
SWD - 149.9 DFS
Rogers
EL -95 DFS
SWD -169.9 DFS
Sycamore Hills
EL -88.9 DFS
SWD -172 DFS
Terrace View
SWD -95.1 DFS
McKinley
EL -81.8 DFS
HY- 134.5 DFS
Wilson
SWD -113.3 DFS

Middle School
Colton Middle
All -90.1 DFS
EL -145.4 DFS
HY -130.3 DFS
LI -103.6 DFS
SWD -194.2 DFS
HI -89.4 DFS
Ruth O. Harris
All -95 DFS
EL -95 DFS
LI -95 DFS
SWD -95 DFS
AA -95 DFS
HI -95 DFS
Terrace Hills
EL -137.7 | N/A |

		High School **Bloomington HS** EL -214.8 DFS SWD -214.8 DFS **Colton HS** EL -187 DFS SWD -229.1 DFS **Grand Terrace** AA -160.5 DFS **Slover Mountain** All -218.9 DFS LI -217.6 DFS HI -218.5 DFS (all 2023)			High School **Bloomington HS** EL -205.8 DFS SWD -205.8 DFS **Colton HS** EL -115 DFS SWD -199.1 DFS **Grand Terrace** AA -115 DFS **Slover Mountain** All -209.9 DFS LI -208.6 DFS HI -209.5 DFS	
M2.5	Graduation Rate Percentage of students graduating High School CA Dashboard District Level State Priority: 5	All: 86% (2023) EL: 71.8% SED: 85.7% FY: 75% HY: 76.3% SWD: 70.8% AA: 88.3%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 90% EL: 85% SED: 90% FY: 83% HY: 83% SWD: 82% AA: 90%	N/A
M2.6	Graduation Rate Percentage of students graduating High School CA Dashboard Site Level State Priority: 5	2022-23 **Colton HS** EL 64.6% HY 66.7% SWD 53.3%			**Colton HS** EL 80.0% HY 80.0% SWD 80.0%	

| M2.7 | iReady Diagnostic results grades K-6 at Tier 1.

Local Metric

State Priority: 4, 8 | All:
Reading: 37%
Math: 27%
EL:
Reading: 20%
Math: 13%
SED:
Reading: 28%
Math: 20%
FY:
Reading: 29%
Math: 17%
SWD:
Reading: 11%
Math: 8%
GATE
Reading: 75%
Math: 71%
GATE EL:
English: 31%
Math: 26%
GATE SED:
Reading: 72%
Math: 68% | Available in 2025-26 LCAP | Available in 2026-27 LCAP | All:
Reading: 41%
Math: 34%
EL:
Reading: 27%
Math: 22%
SED:
Reading: 34%
Math: 29%
FY:
Reading: 35%
Math: 26
SWD:
Reading: 17%
Math: 17%
GATE
Reading: 79%
Math: 74%
GATE EL:
English: 40%
Math: 36%
GATE SED:
Reading: 76%
Math: 73% | N/A |

| M2.8 | K-2 Reading Fluency DIBELS at or above benchmark.

Local Metric

Priority: 4, 8 | All: 49%

EL: 49%

SED: 46%

FY: 35%

SWD: 27% | Available in 2025-26 LCAP | Available in 2026-27 LCAP | All: 52%

EL: 52%

SED: 50%

FY: 41%

SWD: 35% | N/A |

| M2.9 | NWEA MAP Assessment Growth 7-11. Students who met growth projections Fall to Spring. Local Metric State Priority: 4, 8 | Math: (All 2024) Grade 7: 38.8% Grade 8: 54.9% Grade 9: 55.1% Grade 10: 50.4% Grade 11: 53.2% Math Grades 7-11 EL: 47.6% SWD: 48.7% SED: 53.0% AA: 45.8% Reading: Grade 7: 31.7% Grade 8: 42.1% Grade 9: 42.64% Grade 10: 39.2% Grade 11: 42.3% Reading Grades 7-11 EL: 43.3% SWD: 41.43% SED: 49.3% AA: 34.6% Language: Grade 7: 34.6% Grade 8: 43.5% Grade 9: 45.5% Grade 10: 39.1% | Available in 2025-26 LCAP | Available in 2026-27 LCAP | Math: Grade 7: 44.8% Grade 8: 60.9% Grade 9: 61.1% Grade 10: 56.4% Grade 11: 59.2% Math Grades 7-11 EL: 53.6% SWD: 54.7% SED: 59.0% AA: 51.8% Reading: Grade 7: 37.7% Grade 8: 48.1% Grade 9: 48.64% Grade 10: 45.2% Grade 11: 48.3% Reading Grades 7-11 EL: 49.3% SWD: 47.43% SED: 55.3% AA: 40.6% Language: Grade 7: 40.6% Grade 8: 49.5% Grade 9: 51.5% Grade 10: 45.1% | N/A |

		Grade 11: 40.8%			Grade 11: 46.8%	
		Language Grades 7-11			Language Grades 7-11	
		EL: 33.4%			EL: 39.4%	
		SWD: 29.3%			SWD: 35.3%	
		SED: 55.6%			SED: 61.6%	
		AA: 40.8%			AA: 46.8%	
		Science:			Science:	
		Grade 7: 35.2%			Grade 7: 41.2%	
		Grade 8: 35.5%			Grade 8: 41.5%	
		Grade 9: 41.2%			Grade 9: 47.2%	
		Grade 10: 38.1%			Grade 10: 44.1%	
		Science Grades 7-10			Science Grades 7-10	
		EL: 33.3%			EL: 39.5%	
		SWD: 28.9%			SWD: 34.9%	
		SED: 36.6%			SED: 42.6%	
		AA: 38.43%			AA: 43.4%	
M2.10	Percentage of students on LCAP survey who state they were provided or have access to a working chromebook or computing device at school. Local Metric State Priority: 1, 7	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A

M2.11	Survey percentage of teachers who felt the collaboration day helped to improve their instructional strategies that will lead to increased student achievement. Local Metric State Priority: 2, 4	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M2.12	Survey percentage of teachers participating in induction who felt the program improved their instructional strategies and delivery of lessons Local Metric. State Priority: 1, 2, 4	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M2.13	CAST Science Met or Exceeded on CA Dashboard State Priority: 4	All: 14.05% EL: 0.65% SED: 13.08% FY: 18.75 HY: 9.97% SWD: 2.69% AA: 13.12% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 23.05% EL: 9.65% SED: 19.08% FY: 20.75% HY: 16.97% SWD: 10.69% AA: 19.12% (2023)	N/A

M2.14	Survey percentage of GATE students who felt their acceleration and enrichment activities created greater interest in lessons being taught. Local Metric State Priority: 5, 8	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M2.15	Teacher Credentialing Clear (% of FTE) CA Dashboard State Priority: 1	93% (2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain 93+%	N/A
M2.16	Early Assessment Program (EAP) Percentage of Students Met or Exceeded Math & English (11th Grade) CA Dashboard State Priority 4	Math: All: 12.68% EL: 0.70% SED: 10.92% FY: Low enroll SWD: 1.13% English L/A: All: 38.43% EL: 1.58% SED: 35.40% FY: low enroll SWD: 6.25%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Math: All: 21.68% EL: 11.00% SED: 20% FY: Low enroll SWD: 11.50% English L/A: All: 47.43% EL: 12% SED: 45.40% FY: low enroll SWD: 16.25%	N/A

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	English Language Arts (ELA) Support	The District will provide one additional ELA teacher at each middle school and high school (HS) and one HS ELA Teacher on Assignment (TOA) to provide intervention and support for low income, English Learner, and Foster Youth to provide smaller class sizes, interventions and support to increase outcomes in ELA. This action will be measured by M2.1, M2.2 and M2.16.	$595,201	Y
2.2	Mathematics (Math) Support	The District will provide one additional Math teacher at each middle school and high school (HS) and one HS Math Teacher on Assignment (TOA) to provide intervention and support for low income, English Learners, and Foster Youth to provide smaller class sizes, interventions and support to increase outcomes in Math. This action will be measured by M2.3, M2.4 and M2.16.	$1,332,777	Y
2.3	Summer School	The District will maintain the summer school programs at the middle and high schools including personnel and instructional materials to allow unduplicated students to take enrichment and remediation classes and supports increased outcomes in ELA and Math and increasing graduation rate. This action will be measured by M2.5 and M2.6.	$1,100,000	Y
2.4	Elementary instructional Support	Elementary sites will provide one TOA (18), instructional materials, and training to support interventions in Reading, math, and assessments for low income, English learners, and foster youth to improve outcomes in ELA and Mathematics This action will be measured by M2.7 and M2.8.	$3,515,511	Y
2.5	DIBELS Amplify Online	Elementary sites will provide the DIBELS Amplify Online Assessment and teacher release time to assess the reading proficiency and identify English Learners, foster youth, and low income students for intervention to increase Reading outcomes. This action will be measured by M2.8.	$131,241	Y
2.6	MS MESA	Middle School sites will provide MESA Teachers (4) and instructional materials to provide MESA courses to students to provide opportunities to focus on math skills and to improve mathematics outcomes for low income, English learners, and Foster Youth students. This action will be measured by M2.9 and M2.13.	$562,087	Y

2.7	Site/Department Support	The district will continue to support the direction of school sites based on their SPSA's and provide instructional materials to teachers to target the specific needs of their low income, English Learners, and foster youth with interventions, instructional materials, technology, assemblies and professional development for teachers to promote Low Income, English Learners, and Foster Youth student achievement. This action will be measured by M2.7 and M2.9.	$5,571,409	Y
2.8	NGSS/Math Materials	The district will provide secondary teachers supplementary instructional materials to enhance and support instruction principally directed to low-income, foster youth, English learners, and LTEL's to support improved math and science outcomes. This action will be measured by M2.9. and M2.13	$200,000	Y
2.9	Library Support	The district will provide library media technicians (26) at all sites and middle school librarians (4) to support literacy and increase access to the library for low income and English Learners to support student success in ELA. This action will be measured by M2.7 and M2.9.	$3,031,168	Y
2.10	Library: K-12 Library Materials	School Libraries will continue increasing both print and digital library resources and books in English and Spanish to provide increased access to reading materials for low income and English Learner students to support increased outcomes in ELA. This action will be measured by M2.7 and M2.9	$450,000	Y
2.11	Special Education: Middle school support	The district will provide two Special Education Teachers at select middle schools to provide equitable access to grade level curriculum for special education students to support special education student achievement as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$355,603	No
2.12	Special Education: Instructional Support	Pupil Personnel Services will provide Instructional Assistants (53) for 6-hours a day so they can support special education students with core academic content knowledge acquisition as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$3,580,367	No
2.13	Special Education: Instructional materials support	Special Education Teachers will purchase instructional materials for special education students to use in the classroom to support improved special education student outcomes in ELA and Mathematics as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$50,000	No

2.14	Student Technology	School sites will maintain current student to device ratios (1:1) to ensure equitable access to technological resources for all students but specifically targeting low income students. These technological resources are needed to support increased outcomes in ELA and Mathematics. This action will be measured by M2.7, M2.9, and M2.10.	$3,457,082	Y
2.15	Technology Support Staff	The District will provide Educational Technology Curriculum Program Specialists (4) and technology support staff (21) to assist teachers in integrating technology into lessons and support the use of instructional technology on school sites. This support is principally directed toward our low income, English Learner, and Foster Youth students and will support improved outcomes in ELA and Math. This action will be measured by M2.7, M2.9, and M2.10.	$1,798,274	Y
2.16	Teacher Collaboration Days	The district will provide teachers 2 non-student collaboration days in the school calendar without students, 1 collaboration day with a sub, and 1 collaboration day outside the school calendar to work with other teachers to focus on improved lesson design, and differentiated instructional strategies focused on improving outcomes in ELA and Math for English Learner students. This action will be measured by M2.7, M2.9, and M2.11.	$2,665,481	Y
2.17	Teacher Induction	The district will continue to participate in an induction program to assist new teachers in their first 2 years of teaching around instructional planning and delivery to improve outcomes in ELA and Math principally directed toward low income, English Learners, and foster youth. This action will be measured by M2.7, M2.9, and M2.12	$192,125	Y
2.18	Classroom Instructional Support	School sites (TK-12) will provide instructional assistants (50) including paraprofessionals principally directed toward low income and English learner students to support core academic content and language acquisition to increase outcomes in ELA and Math. This action will be measured by M2.7 and M2.9	$2,458,361	Y
2.19	Alludo License	The district will provide teachers access to Alludo, a technology platform that stores the district's online professional learning program to support best first instruction to improve outcomes in ELA and Math for our English Learners, foster youth, and low income students. This action will be measured by M2.7 and M2.9	$113,425	Y

2.20	Elementary Illuminate	Elementary teachers will continue to utilize Illuminate to support elementary student assessment and interventions principally directed to our low income, English learners, and foster youth students to improve outcomes in ELA and Math This action will be measured by M2.7.	$176,487	Y
2.21	Science Fair Support	The district will continue to support implementation of NGSS standards and the engagement of English Learners, foster youth, and low income students to support increased outcomes in Science. This action will be measured by M2.13.	$50,000	Y
2.22	PSAT Testing for 8th grade	Middle School AVID teachers will provide the PSAT 8 to our 8th grade students to increase support for ELA and Math results. This is principally directed to our low income and English Learner students. This action will be measured by M2.9.	$135,000	Y
2.23	Gifted and Talented Education (GATE): Site and Teacher Support	The district will support sites in providing instructional materials and conducting co-curricular activities to increase outcomes in ELA and Math to support low income and English Learner students enrolled in the GATE program at elementary and middle school sites. This action will be measured by M2.7, M2.9 and M2.14	$141,723	Y
2.24	Teacher Retention	Retain elementary (8), middle school (21), and high school (31) teachers to lower class sizes, decrease combination classes, and increase one on 1 time for low income, English learners, and foster youth students to increase academic achievement in ELA and Math. This action will be measured by M2.7 and M2.9.	$2,506,213	Y
2.25	Equity & Achievement Support	The Design Plan Advisory and equity coordinator will support the work of the CJUSD Design Plan. This plan focuses on systems alignment and providing target support for student groups eligible for Differentiated Assistance support as well as principally directed towards Low income, English learners, and foster youth students. This action will support improving student academic achievement in ELA and Math. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$493,354	Y

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	**Wellness.** Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional and academic needs while providing a safe environment to succeed.	Broad Goal

State Priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

CJUSD developed the Wellness goal to highlight the well-being of our students, encompassing their social, emotional, and academic requirements. Recognizing that students thrive academically when they feel secure, nurtured, and have their social and emotional needs addressed, this goal gains paramount importance, particularly amidst the ongoing challenges occurring after the pandemic. The metrics and actions grouped within this goal serve as a vital tool for the district and individual school sites to pinpoint students encountering difficulties. This facilitates the allocation of appropriate staffing, training, and resources essential for tailored interventions aimed at meeting the diverse needs of our students.

The Wellness goal focuses on providing programs, services, and equitable resources to our low income, foster youth, and English Learner students across the district supporting programs. interventions and resources needed to promote the social-emotional wellness of our students to better motivate and engage students to participate in school to close the achievement gap and keep students engaged in learning. Through the LCAP survey, community partner meetings, and student feedback meetings, wellness was a key topic to support our students and families.

Dashboard (2023) data on Chronic Absenteeism shows 35% of all students, 33.2% of English learners, 36.5% of low income students, and 30.9% of foster youth students were chronically absent. In addition, 5.2% of all students, 4.8% of English learners, 5.4% of low income students, and 8.6% of foster youth students were suspended from school. Finally, school climate survey data shows a score of 3.05 for Elementary, 2.87 for middle school, 2.86 for high school and 3.17 for alternative schools. This data demonstrates the need to focus on wellness factors to decrease these scores.

Based on requests for wellness activities and resources from our students, parents, classified and certificated staff and administrators in our LCAP meetings and through the annual LCAP survey, the actions and services listed in goal 3 were requested to continue and to support the overall wellness of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Pupil Suspension Rate on the CA School Dashboard District Level State Priority: 6	All: 5.2% EL: 4.8% SED: 5.4% FY: 8.6% SWD: 8.2% AA: 9% Elementary: 2.0% Middle School: 13.9% (all 2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 4.3% EL: 4.0% SED: 4.7% FY: 7.5% SWD: 6.8% AA: 7.3% Elementary: 1.7% Middle School: 10% (all 2023)	N/A

| M3.2 | Pupil Suspension Rate on the CA School Dashboard

Site Level

State Priority: 6 | 2022-23
Elementary
Cooley Ranch
SWD 9.3%
Crestmore
SWD 7.8%
Grand Terrace El.
WH. 6.7%
Terrace View
AA 8.9%

Middle School
Colton MS
All 11.5%
EL 17.1%
LI 11.6%
SWD 16.5%
HI 10.9%
Ruth O. Harris
All 12.7%
EL 22%
HY 14.3%
LI 14%
SWD 19.8%
HI 13.5%
Terrace Hills
All 12.6%
EL17.9%
HY 18.2%
SWD 20.1%
AA 26.2%

High School
Bloomington HS
HY 10.3%
SWD 12.6%
WH 17.9%
Colton HS
AA 19.6%
Grand Terrace
HY 7.2%
SWD 11.8%
Slover Mountain
All 7.4%
LI 7.8%
SWD 12.5%
HI 7.5% | | | Elementary
Cooley Ranch
SWD 6.2%
Crestmore
SWD 6.9%
Grand Terrace El.
WH. 6%
Terrace View
AA 5.9%

Middle School
Colton MS
All 7.2%
EL 11.4%
LI 8%
SWD 12%
HI 7.9%
Ruth O. Harris
All 8%
EL 8%
HY 8%
LI 8%
SWD 8%
HI 8%
Terrace Hills
All 8%
EL 17%
HY 17.3%
SWD 18.6%
AA 25.3%

High School
Bloomington HS
HY 6.0%
SWD 6.0%
WH 12.7%
Colton HS
AA 6.0%
Grand Terrace
HY 5.7%
SWD 8.8%%
Slover Mountain
All 6.5%
LI 6.9%
SWD 11.6%
HI 6.6 | |

M3.3	Expulsion Rate on data from the CJUSD Student Information System Local Metric State Priority: 6	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0% (all 2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0%	N/A
M3.4	LCAP Survey percentage of students who feel there is a positive school environment on their campus. Local Metric State Priority: 6	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M3.5	Chronic Absenteeism (Dashboard) District Level State Priority: 5	All: 35% (2023) EL: 33.2% SED: 36.5% FY: 30.9% HY: 48% SWD: 43.3 AA: 38.2% (All 2023)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 20% EL: 20% SED: 21% FY: 20% HY: 25% SWD: 25% AA: 22% (All 2023)	N/A

| M3.6 | Chronic Absenteeism (Dashboard) Site Level State Priority: 5 | 2022-23 Elementary **Smith** HY 50.8% **Reche Canyon** SWD 51.4% AA 46.2% **Grant** SWD 58.4% McKinley HY 55.4%

Middle **Colton MS** All 31.2% EL 30.2% HY 37.5% LI 31.8% SWD 42% HI 30.7% **Baca** SWD 44.7% **Ruth O. Harris** All 28% EL 35.9% LI 30% AA 24.4% HI 29% **Terrace Hills** AA 41.3% WH 30.6% | | | Elementary **Smith** HY 49.3:% **Reche Canyon** SWD 21% AA 16% **Grant** SWD 20.0% **McKinley** HY 53%

Middle **Colton MS** All 9.9% EL 10% HY 20.1% LI 9.9% SWD 33% HI 10% **Baca** SWD 10% **Ruth O. Harris** All 5% EL 5.0% LI 5% AA 2.5% HI 5% **Terrace Hills** AA 39.8% WH 29.1% | |

M3.7	Drop-out Rate High School & Middle School Local Metric State Priority: 5	High School (all 2023): All: 9.9% EL: 5.6% SED: 3.0% FY: 0% Middle School: All: .03% EL: 0.6% SED: 0.6% FY: 0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	High School All: 8.4% EL: 5.0% SED: 2.5% FY: 0% Middle School: All: <1% EL: <1% SED: <1% FY: <1%	N/A
M3.8	LCAP Survey percentage of students who believe they are treated respectfully by adults on campus. Local Metric State Priority: 6	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M3.9	Site Attendance Rates Local Metric State Priority: 5	All: 91.74% EL: 91.5% SED: 91.56% FY: 91.54% HY: 88.71% SWD: 89.6% Elementary: 91.84% (all 2022-23)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 94.0% EL: 93.65% SED: 93.70% FY: 93.68% HY: 93.71% SWD: 94.60% Elementary: 91.84%	N/A

M3.10	Survey: % of parents/students that responded to survey that resources/services provided to low income and foster youth students provide support to keep their students in school. Local Metric State Priority: 5	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M3.11	PBIS School Climate Survey on a scale of 1-4. Local Metric State Priority: 6	(All 2023-24) Elementary: 3.05 Middle School: 2.87 High School: 2.86 Alt Ed: 3.17	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Elementary: >3.0 Middle School: >3.0 High School: >3.0 Alt Ed: >3.0	N/A
M3.12	Survey: Percentage of students who received mental health services that agree that receiving help made them feel happier about coming to school and made me think about school in a better way. Local Metric State Priority: 6	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A

M3.13	LCAP Survey: % of students seen in the health office where their needs were met to return to class/school. Local Metric State Priority: 6	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M3.14	Percentage on the tiered fidelity inventory for Tier 1-3 which demonstrates full implementation of PBIS. Local Metric State Priority: 5, 6	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M3.15	LCAP Survey: % of parents/students who agree riding the bus to school supports the student's ability to attend school. Local Metric State Priority: 6	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PBIS: Student Support	School sites will continue the components of the PBIS Framework principally directed to our low income, English Learners, and foster youth to focus on improving student behaviors which will in turn decrease suspensions and expulsions. This action will be measured by M3.1, M3.2, M3.3, and M3.4.	$1,277,304	Y
3.2	PBIS: Intervention Support	The District will provide school sites with full-time assistant principals or learning specialists based on enrollment to provide interventions and support for low income, English Learners, and foster youth to increase attendance and decrease the dropout rate. This action will be measured by M3.5, M3.6, M3.7, and M3.8.	$7,738,291	Y

3.3	PBIS: Foster & Low Income Support Services	Student Services will provide low income and foster youth families with resources and connections to support services designed to keep their students in school thereby increasing attendance and decreasing the drop-out rate. This action will be measured by M3.5, M3.9, and M3.10	$100,000	Y
3.4	PBIS Aides	Elementary and Middle School sites will provide PBIS aides and support with professional learning on PBIS strategies principally directed to support English Learners, low income and foster youth students to decrease suspensions and maintain a healthy school climate. This action will be measured by M3.1 and M3.11	$1,457,513	Y
3.5	Physical & Mental Health: Mental Health Student Support	Student Services will provide a licensed clinical supervisor who will serve as the mental health director (1) and Clinical Therapists (2.3) to support low income, English Learner and foster youth students at school sites focusing on student wellness and mental health to increase attendance at school. This action will be measured by M3.9 and M3.12.	$799,729	Y
3.6	Physical & Mental Health: Site Support	The district will maintain on-site school nurses (8), health assistants (30), and psychologist stipends (18) principally directed to our low income, English learners, and foster youth students to support student physical and mental health and to increase attendance and decrease chronic absenteeism. This action will be measured by M3.5 and M3.13.	$3,672,134	Y
3.7	Physical & Mental Health: Activity Centers	Elementary school sites will provide activity centers that include equipment and fitness areas that are principally directed to low income, English learners, and foster youth to support wellness and improve attendance and school climate. This action will be measured by M3.9 and M3.11.	$500,000	Y
3.8	Physical & Mental Health: Comprehensive School Counseling	The District will maintain 18 elementary counselors, 4 middle school counselors, and 4 high school counselors at school sites to support low income, English learners, and foster youth to address barriers and improve outcomes with PBIS Frameworks focusing on increased attendance and Tier 2 and Tier 3 supports. This action will be measured by M3.14.	$4,033,232	Y
3.9	Home-to-School Transportation	Principally directed and effective for low income and foster youth students, the district will provide home to school transportation to provide decreased absenteeism. This action will be measured by M3.5, M3.9, and M3.15	$10,300,066	Y

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Family and Community Engagement: Encourage and promote parent, family and community engagement in the education process, providing opportunities for active input in decision making.	Broad Goal

State Priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

CJUSD established the Family and Community Engagement goal with the aim of enhancing the participation of families and the broader community in the educational endeavors of the district. This goal is geared towards fostering involvement and communication channels between families, community members, and the district, ensuring mutual understanding of needs and facilitating targeted support where necessary. Moreover, this goal enables the district to address the growing demand for effective communication with our families and other educational partners. The outlined actions and metrics are designed to drive progress towards increased active participation in decision-making processes through meaningful family and community engagement.

The Family and Community goal focuses on providing opportunities, resources, and support to our low income, foster youth, and English Learner students across the district supporting parent and community engagement in meetings and workshops across the district as well as opportunities to learn skills to support their students as they progress through their educational years in CJUSD.

Data from the LCAP Survey and parent meetings across the district focus on a need for continued improvement in the areas of communication and support for helping their students. Based on these requests the following actions and services in Goal 4 will be continued so we can continue to improve communication with our parents and community and offer programs or workshops to help support their students.

Measuring and Reporting Results

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

M4.1	Average attendance at District Parent/Community Meetings seeking input in decision making, programs for unduplicated pupils, and programs for individuals with exceptional needs. Local Metric State Priority: 3	DPAC: 52 DELAC: 66 AAPAC: 12 LCAP: 23 Comm Cab: 81 Special Ed Parent Nights: 10 GATE Parent Nights: 64 Dual Immersion Parent Network: 40 (all 2023-24)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	DPAC: 60 DELAC: 75 AAPAC: 20 LCAP: 25 Community Cabinet: 90 Special Ed Parent Nights: 70 Gate Parent Nights: 70 Dual Immersion Parent Network: 45	N/A
M4.2	Parent/community involvement in District workshops to support parent involvement in district programs including programs for unduplicated and exceptional needs students. Local Metric State Priority: 3	1,585 parents (2023-24)	Available in 2025-26 LCAP	Available in 2026-27 LCAP	1600 parents	N/A	

M4.3	Meeting/Workshop Survey: Information from today's meeting/workshop increased my knowledge to support my student in school. Local Metric State Priority: 3	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M4.4	Home visits made by community liaisons during the school year. Local Metric State Priority: 3	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M4.5	Cumulative "Reach" in Meta Business Suite. Local Metric State Priority: 3	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A
M4.6	Rate of Community Cabinet attendees responding with a 4 or 5 to the question: How would you rate today's event? Local Metric State Priority: 3	Baseline not yet established. Will be established in 2024-25	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Target will be established after baseline set in 2024-25	N/A

| M4.7 | Documents translated and meetings attended by translators. Local Metric State Priority: 3 | Baseline not yet established. Will be established in 2024-25 | Available in 2025-26 LCAP | Available in 2026-27 LCAP | Target will be established after baseline set in 2024-25 | N/A |

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family & Community Engagement Workshops/Meetings	The district will host parent/community workshops and meetings principally designed to support and increase engagement of parents of low income, English learners, LTEL's, and foster youth students to support student engagement. This action will be measured by M4.1, M4.2, and 4.3	$136,812	Y
4.2	Multilingual Family & Community Communication	The district will provide bilingual stipends and associated benefits to classified staff to support communication with our English Learner parents/community members. This communication will lead to increased attendance at parent/community meetings and workshops and decrease student chronic absenteeism. This action will be measured by M4.1 and M4.2.	$111,338	Y
4.3	Family & Community Resources	The district will maintain community liaisons (3) targeted to support low income, foster youth, and English Learners to increase opportunities for community engagement to support and meet unique needs of unduplicated students and decrease Chronic Absenteeism. This action will be measured by M3.5 and M4.4.	$326,060	Y
4.4	Family & Community Engagement: Communications	The district will maintain the communication specialist (1) position which is principally designed to support and engage parents of low income, English learners, and foster youth students to increase awareness of information and events to support increased student engagement. This action will be measured by M4.5 and M4.6.	$154,118	Y
4.5	Family & Community Engagement: Multilingual Services	The district will maintain translators/interpreters (4) to provide translation services to parents to support increased communication and involvement of parents in parent meetings and workshops to support increased student engagement of English Learners. This action will be measured by M4.7.	$408,482	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	By June 2, 2027 all students at Slover Mountain High School will improve academic achievement in ELA (including Hispanic, Socioeconomically Disadvantaged) and improve academic achievement in Math (including Hispanic, Socioeconomically Disadvantaged) by reducing the negative distance from standard as shown in the metric section for this goal. SMHS will also reduce suspension rates for All students, Hispanic, Socioeconomically Disadvantaged and SPED students. SMHS will increase in the College/Career prepared with All students, English Learners, Hispanic and Socioeconomically Disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

4, 6, 8

An explanation of why the LEA has developed this goal.

CJUSD developed this equity multiplier goal at Slover Mountain High School to highlight the well-being of our students, encompassing their social, emotional and academic requirements. Fostering a supportive and nurturing environment is crucial for the academic success of students, especially those at an alternative high school. Recognizing and addressing their social and emotional needs can make a significant difference in their overall well-being and educational outcomes. It's about creating a safe space where students feel valued, understood, and supported, which ultimately empowers them to reach their full potential academically and personally. This equity multiplier goal focuses on providing personnel and resources to our alternative high school to promote student engagement and academic interventions to keep students learning.

Additionally, California Dashboard data revealed the following areas to be in red:

In ELA, the all student group scored -156.6 DFS and the socioeconomically disadvantaged subgroup scored -156.5 DFS. The Hispanic subgroup scored -160.5 DFS.

In Math, the all student group scored -218.9 DFS and the socioeconomically disadvantaged subgroup scored -217.6 DFS. The Hispanic subgroup scored -218.5 DFS.

In suspension, the all student group had a suspension rate of 7.4% and the socioeconomically disadvantaged subgroup had a suspension rate of 7.8% Students with Disabilities had a suspension rate of 12.5%, while the Hispanic subgroup had a suspension rate of 7.5%

On the College and Career Indicator, Slover students scored in the very low category .6%. EL students scored 0% on college and career readiness, while socioeconomically disadvantaged students scored .6% and Hispanic students scored .7%. Educational partner feedback after reviewing the data cited a need to provide mental health assistance in a functioning Wellness Center room to place students in a school-ready mindset, a need for more outreach to families to connect them with the school site and a need to provide more interventions and support to students during the school day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -156.6 DFS Hi: -160.5 DFS SED: -156.5 DFS	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: -149.6 DFS Hi: - 149 DFS SED: -149.5 DFS	N/A
M5.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: - 218.9 DFS Hi: - 218.5 DFS SED: - 214.6DFS	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: - 208.9 DFS Hi: - 208.5 DFS SED: - 208.6 DFS	N/A
M5.3	College and Career Indicator CA Dashboard	2023 Dashboard All: .6% EL: 0.0% SED: 0.6% HI: .7%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 3% EL: 2.4% SED: 2.4% HI: 3%	N/A
M5.4	Attendance rosters to parent events Local metric	Average of 1 parent in attendance at each parent meeting 2023-24	Available in 2025-26 LCAP	Available in 2026-27 LCAP	5 parents in attendance at each parent meeting	N/A

| M5.5 | Suspension percentage
CA Dashboard | 2023
Dashboard
All: 7.4%
SED: 7.8%
SWD: 12.5%
Hi: 7.5% | Available in 2025-26 LCAP | Available in 2026-27 LCAP | All 6.5%
SED: 6.7%
SWD: 7%
HI 6.6% | N/A |

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Intervention Support	An additional full time learning specialist will serve as a resource for teachers by providing support in classroom management and instructional practices. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspensions. This action will be measured by M5.1, 5.2, 5.3, 5.5.	$163,278	No
5.2	Student and Family Engagement	An additional 6-hour community liaison will engage with families to educate them about school activities, fostering positive relationships with students and parents to encourage good attendance. The liaison will also organize, promote, and present parent workshops, and assist families with accessing resources and completing paperwork in order to increase parent engagement at the school site. This action will be measured by M5.4.	$85,278	No
5.3	Wellness Center	The Coordinator will be hired to offer behavioral, wellness, and trauma-informed mental health support to at-risk students and their families, available both by referral and on a walk-in basis. This initiative aims to improve academic performance and reduce suspensions. Wellness Center Coordinators have only been provided to comprehensive sites, not alternative sites, so this is supplemental to the site. Additionally, instructional resources and support will be provided to further assist students. This will be measured by metrics 5.1, 5.2, 5.5.	$148,278	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
6	By June 2, 2027, students at Washington High School will improve their academic achievement in ELA and Math, including progress for English Learners, by reducing the negative distance from the standard as indicated in the goal's metric section. Additionally, Washington High School will enhance attendance rates, increase the percentage of students progressing on the English Learner Progress Indicator, and boost parent attendance at school events.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

3,4,6

An explanation of why the LEA has developed this goal.

CJUSD created a comprehensive equity multiplier goal at Washington High School that addresses the holistic well-being of students, encompassing their social, emotional, and academic needs. By recognizing the importance of creating a supportive and nurturing environment, the goal aims to empower students to thrive academically and personally. Providing personnel and resources specifically tailored to the needs of an alternative high school setting demonstrates a commitment to equity and ensuring that all students have access to the support they require to succeed. This approach acknowledges the unique challenges faced by students, particularly in a school where a significant portion are economically disadvantaged and experience non-stability. By focusing on student engagement and implementing academic interventions, the goal seeks to keep students actively learning and on track towards their educational goals despite any obstacles they may encounter. This holistic approach to education not only promotes academic success but also fosters the overall well-being of students, ensuring they have the tools and support necessary to reach their full potential.

Dashboard data in English and Math were reviewed and indicated the need to support all students, as students were -74.9 points distance from standard in ELA and -121 points distance from standard in Math. Students in the English Learner subgroup were -95.8 distance from standard in ELA, and -154.2 distance from standard in math.Chronic absenteeism is 25.9%.   English Learner students scored 43.6% on the ELPI. Washington also currently has 1 parent on average at parent activities and held two campus workshops for families this past year. After reviewing the data, Educational partner feedback cited a need to provide mental health assistance in a functioning Wellness Center room to place students in a school-ready mindset, a need for more outreach to families and workshops to address various topics such as substance abuse, mental health and managing emotions. Educational partner feedback also suggested a need for a community liaison to facilitate communication between the school and parents/guardians to connect them with the school site. Responses also included a desire for more academic support, particularly in the area of math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -74.9 DFS EL: -95.8	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: -65.9 DFS EL: -80.8.8	N/A
M6.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: - 121 DFS EL: -154.2 DFS	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: - 112 DFS EL: -139.2 DFS	N/A
M6.3	ELPI Percentage CA Dashboard	2023 Dashboard ELPI: 43.6%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	ELPI: 52.6%	N/A
M6.4	Attendance rosters for family events Local metric	2023 Washington attendance rosters for family events Attendance: 1 Number of Events: 2	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Attendance: 8 Number of Events: 8	N/A
M6.5	Chronic Absenteeism Percentage CA Dashboard	2023 Dashboard All: 25.9%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 23.41%	N/A

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing

6.1	Wellness Center	A Coordinator will be hired to offer behavioral, wellness, and trauma-informed mental health support to at-risk students and their families, available both by referral and on a walk-in basis. This initiative aims to improve academic performance and reduce suspensions. Wellness Center Coordinators have only been provided to comprehensive sites, not alternative sites, so this is supplemental to the site. Additionally, instructional resources and support will be provided to further assist students. This action will be measured by metrics 6.1, 6.2, 6.5.	$148,278	No
6.2	Student and Family Engagement	A 6-hour community liaison will be hired to engage with families to educate them about school activities, fostering positive relationships with students and parents to encourage good attendance. The liaison will also organize, promote, and present parent workshops, and assist families with accessing resources and completing paperwork in order to increase parent engagement at the school site. This is a supplemental position as this position is not provided to sites. This action will be measured by M6.4.	$85,278	No
6.3	Intervention Support	An additional full-time learning specialist will serve as a resource for teachers by providing support in classroom management and instructional practices. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspension. This will be measured by metrics 6.1, 6.2, 6.5.	$152,608	No
6.4	Instructional Support	Multilingual instructional assistant will be hired to reinforce instruction to individual or small groups of students to improve academic achievement for English learners and English only students. This is a supplemental position in addition to the instructional assistants CJUSD provides to each site. This action will be measured by M6.1, M6.2, and M6.3	$61,195	No
6.5	Supplemental Professional Development	Staff will participate in supplemental professional development on evidence-based instructional strategies to actively engage students in learning in the classroom. This action will be measured by M6.1, M6.2, and M6.3.	20,000	No

Goal

Goal #	Description	Type of Goal
7	By June 2, 2027 CJUSD African-American student suspension rates will decrease by engaging in a positive school climate where students are provided with resources to address their social, emotional and academic needs while providing a safe environment to succeed.	Equity multiplier focus goal

State Priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

CJUSD developed this equity multiplier goal for African-American students to highlight the well-being of our students, encompassing their social, emotional and academic requirements. Fostering a supportive and nurturing environment is crucial for the academic success of students. Recognizing and addressing their social and emotional needs can make a significant difference in their overall well-being and educational outcomes. Students must feel valued, understood, and supported, which ultimately empowers them to reach their full potential academically and personally. The analysis of data from the African-American Dashboard data revealed a pressing need to provide support for students in the area of school climate, suspension. Nine percent of African-American students were suspended district wide, which is an increase of .2% from the previous year.   Additionally, empathy interviews data was collected by interviewing African -American students district-wide in grades 3- 12. Student responses were reviewed, coded and categorized by educational partners to determine needs and trends district-wide. The common themes of home life and encouragement, academic and instructional practices, relationships, and school environment and social emotional wellness emerged. Students felt they do not see themselves represented on campus, with very limited representation in books and staff. Multiple comments were made about the poor execution of Black History Month and a perception that Hispanic culture is the preferred culture. Students reported feeling a loss of identity or that they have to represent their race/culture. Students reported feeling included when they were on field trips, with the Black Student Union or on sports teams. Parents of African-American students were also interviewed, where common themes of acknowledgement of African American experience and academics emerged. Educational partners shared they hope to see more acceptance of diversity in curriculum, an increase in quality and quantity of Black History month activities and exposure to more cultural events and career paths for African-American students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.1	Suspension Percentage CA Dashboard	2023 Dashboard All: 5.2% AA: 9.0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: 4.3% AA: 7.3%	N/A

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Equity & School Climate Support	African-American Parent Advisory Council and Equity Coordinator will provide Black History Month Activities and field trip experiences to cultural events and career exploration for the purpose of exposing African-American students to different careers and cultural experiences. This will be measured by metric 7.1.	$50,000	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
8	By June 2, 2027 English Learners and Students with Disabilities will improve academic achievement in ELA and Students with Disabilities will improve academic achievement in Math by reducing the negative distance from standard as shown in the metric section for this goal.	Equity multiplier focus goal

State Priorities addressed by this goal.

4

An explanation of why the LEA has developed this goal.

This is an equity multiplier goal as Wilson is over 70% economically disadvantaged and has over a 25% non-stability rate. The Wilson equity multiplier goal is strategically focused on leveraging data indicators related to student academic progress at the school site level. By prioritizing student achievement, CJUSD and Wilson Elementary are aligning their vision to advance students' academic growth while also identifying areas that may need additional support. The actions and metrics outlined under this goal are geared towards providing instructional supports and interventions that are essential for guiding teachers in advancing student learning. This approach ensures that all students receive the necessary support to succeed academically, ultimately aiming for an upward trajectory in student achievement. The overarching aim of this goal is to close the achievement gap, which is a critical objective in fostering equity and ensuring that every student has an equal opportunity to excel academically. By focusing on data-driven strategies and targeted interventions, CJUSD and Wilson are working towards creating an educational environment where all students can thrive and reach their full potential. The analysis of data from the Students with Disabilities Dashboard revealed a pressing need to provide support for students. The findings showed that students were 98.1 distance below the standard in ELA and -120.3 distance below the standard in Math. The findings show that English Language

Learners were -71.5 distance from the standard in ELA. i-Ready data was also reviewed, where 33% had literacy skills at grade level and 25% of students had math skills at grade level.   Twenty-one percent of English Learners were at grade level in reading and 7% of students with disabilities were at grade level in reading. Finally, approximately 14% of English Learners were at grade level in math, while 25% of students with disabilities were at grade level.   After reviewing school-wide data, educational partners determined the most effective strategy to improve student achievement in ELA and math is to focus on targeted interventions in ELA and Math at all grade levels to improve student achievement. They determined the most effective and efficient way to do this would be to provide small group instruction to students performing below grade level through support from Teachers on Assignment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -58.3 DFS SWD: -98.1 DFS EL: -71.5 DFS	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: -49.3 DFS SWD -89.1 DFS EL -62.5 DFS	N/A
M8.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -61.8 DFS SWD: - 120.3 DFS	Available in 2025-26 LCAP	Available in 2026-27 LCAP	All: - 112 DFS SWD: -110.3 DFS	N/A

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Targeted Interventions in ELA and Math	Two Teachers on Assignment will provide targeted interventions in ELA and Mathematics to students in all grade levels who are performing below grade level expectancies to bring to grade level. These are supplemental positions in addition to the Teachers on Assignment CJUSD provides to each site. Instructional materials and supplies may be needed to support interventions in Reading and Math. This action will be measured by M8.1 and M8.2.	$632,619	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$76,807,197	$9,633,719

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
37.83%	0%	$0	37.83%

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 school wide 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 #(s)	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

| Goal 1: Action 5: English Learner Supports: Dual Immersion; | The 2023 CA School Dashboard shows student outcomes on the percentage of all English Learner students making progress towards English proficiency (ELPI) on ELPAC at 46.8%. The percentage of LTELs making progress towards English proficiency is 41%. In addition, the English learner reclassification rate stands at 13.5% for all students, 25% for LTEL's, 11% for Dual Immersion English Learners, and 10% for non dual immersion students. Parent dual immersion and LCAP surveys as well as parent comments at District meetings also request more schools offer dual immersion programs. This data demonstrates a need for increased services to be provided to respond to the needs of our English learners. Enrollment in a Dual Immersion program supports students by allowing them the opportunity to receive instruction in their home language for a longer period of time while they learn English. | To enhance students' language acquisition skills and support teachers in delivering instruction to English Learners, the Dual Immersion teachers and materials and bilingual instructional aides are an integral resource to support the language barriers between students and teachers, student-to-student, and teacher to student. Dual Immersion is implemented at one elementary K-6, 2 elementaries TK-3 and we will be adding another school in Fall 2024 that will begin with TK and K. Multilingual Instructional aides are strategically placed to support our English learners across school sites. EL students benefit from instructional aides' ability to provide immediate feedback and assistance in the classroom.

These actions are provided on a schoolwide basis at Ruth Grimes, Grand Terrace, Alice Birney, and Zimmerman Elementary schools as these schools were selected through review of site needs, community feedback and represent all major geographic areas of the district. This initiative ensures that all students benefit from the chance to become multilingual and receive high quality instruction but it's principally directed to English Learners, LTEL's, students. to promote outcomes in reading and literacy. | This action will be measured by the metrics identified in the action description. |

| Goal 1: Action 7: CTE/LL: Site Pathway Support; Action8: CTE/LL: Work-based learning; Action 9: CTE/LL: Professional Development; Action 10: CTE/LL: ROP Program | The 2023 CA School Dashboard reveals significant gaps in student outcomes for the College & Career Indicator components, particularly concerning the completion rates of Career Technical Education (CTE) pathways and the A-G requirements. Only 17.3% of all students, 8.4% of English learners, 25% of foster youth, and 16.6% of low-income students completed at least one CTE pathway with a grade of C- or better in the capstone course. Additionally, a mere 7.1% of all students, 1.7% of English learners, 16.7% of foster youth, and 6.2% of low-income students completed both A-G requirements and CTE programs. These statistics underscore the critical need to enhance services and support for English Learner (EL) and low-income students to improve their academic and career readiness.

The current data highlights the necessity to implement targeted actions within our Local Control and Accountability Plan (LCAP) to address these deficiencies. Although Foster Youth students do not show a gap, removing these services might lead to a decline in performance. The low completion rates in CTE pathways and A-G requirements for EL, foster youth, and low-income students indicate barriers to success. Strengthening support services, such as providing additional resources, tailored academic counseling, and expanded CTE opportunities, is essential. These measures are crucial to ensuring that all students have equitable access to high-quality education and career pathways. The endorsement from all educational partner committees further emphasizes the importance of these actions to meet the diverse needs of our student population effectively. | These actions improve services by providing students access to classes outside the core and providing support to offer a comprehensive career pathway system across the district representing almost all industry sectors to provide materials and equipment for student learning, increased work skills and soft skills, work-based learning experiences, and access to high-skill, high-wage careers either after high school or college. These actions support access to courses for students to complete a career pathway and provide teachers in the pathway professional development on differentiating instruction for students' unique needs to close the gap in CTE and A-G completers.

These programs are provided on a Schoolwide basis to support students academic and career readiness and while all students will benefit from these actions they are principally directed toward our low income, English Learners, and foster youth students to support CTE Pathway completion. | This action will be measured by the metrics identified in the action description. |

Goal 1: Action 11: Advancement Via Individual Determination (AVID): Site Teacher & Student Support	The 2023 CA School Dashboard data highlights a disparity in students meeting A-G requirements, with only 25.9% of all students achieving this benchmark. The numbers are lower for English Learners (9.2%) and low-income students (24.5%), with foster youth slightly higher at 33.3%. This contrast emphasizes the need for the Advancement Via Individual Determination (AVID) program, which aims to close the opportunity gap and prepare students for college readiness. The impressive results from AVID participants, where 73.2% of seniors met A-G requirements, including 65.2% of low-income students, demonstrate the program's effectiveness in supporting traditionally underserved student populations. Feedback from educational partners included the LCAP Parent Committee and LCAP Steering committee requesting to continue supporting AVID due to the positive results from our students. In addition, the LCAP Survey showed Teachers and Staff asking for the need for a more inclusive curriculum that aligns with student needs, students responding with the need for more engaging and diverse elective classes and more support for struggling students. Parent LCAP surveys described the need for more academic support, and a more rigorous and engaging curriculum. Providing dedicated AVID teachers, tutors, instructional materials, and college field trips ensures that students receive the comprehensive support necessary to succeed academically and prepare for higher education. The fact that AVID students significantly outperform their peers in meeting A-G requirements justifies the continued and expanded implementation of this program. By investing in AVID, the district can address the educational inequities and better support English Learners and foster youth, who currently show 0% achievement in A-G requirements within the AVID program. This investment is crucial for equipping all students with the skills and opportunities needed for college readiness and future success.	CJUSD is committed to continue to support the AVID program. AVID students that are English Learners, low income, and foster youth make up 84% of the 763 AVID students in high school and 89.3% of the 747 AVID students in middle school. The actions and services are used to support programs at all levels and used to hire AVID teachers, AVID tutors, purchase instructional materials, AVID participation and field trips to local colleges and universities. The data for AVID students when compared to all seniors on A-G demonstrate the benefit to our unduplicated students in increasing their rate of a-g over the all student group. These programs are provided on a Schoolwide basis to support students being college and career ready and while all students will benefit from these actions they are principally directed toward our low income and English Learner students to support a-g completion and academic success.	This action will be measured by the metrics identified in the action description.

Goal 1: Action 12: AP Testing Support	The 2023 data on Advanced Placement (AP) Test Scores reveals an overall pass rate of 35%, with English learners achieving a pass rate of 53% and low-income students 39%. With 769 students taking AP exams, including 22 English learners and 1,106 low-income students, it is evident that significant disparities exist in AP performance across different student groups. These statistics underscore the necessity for continued and enhanced support to foster a positive testing environment and improve AP outcomes for all students, particularly for English learners and low-income students who face unique challenges. Feedback from students further supports the need to continue actions aimed at creating a more conducive testing environment. In addition, teachers have requested the ability to proctor tests since they spend the most time with these students. A positive testing environment is crucial in helping students perform to the best of their abilities, which in turn can lead to higher pass rates and greater academic success. To address these needs, the Local Control and Accountability Plan (LCAP) should include targeted strategies to create a testing environment that reduces anxiety and maximizes student performance. These actions are essential to ensuring that students, have the opportunity to excel in AP courses and exams, thereby enhancing their college and career readiness.	By providing support for substitutes during AP Testing, we are able to provide a more conducive environment for our students to support better scores. Research supports students feeling better supported in a high stakes testing environment where they know the teacher proctoring the exam. This action allows us to provide a sub for the teacher's classroom so that students can be better supported during their AP exam. This action is being provided on a Schoolwide basis. Although this action supports all students, the focus for providing the support was thinking of our EL and low income students first with the goal of increasing the AP pass rate and closing the gap between our EL and low income students and all student groups thereby increasing academic success..	This action will be measured by the metrics identified in the action description.

| Goal 1: Action 13: VAPA: VAPA Teachers; Action 14: VAPA: Site Support; Action 15: NJROTC Support; Action 16: Student Field Trips; Action 17: Middle School and Alternative EducationIntramurals; Action 18: Secondary Elective Textbooks; | Educational partner feedback from parents, students, teachers, counselors, community members, and administrators consistently highlights the urgent need to expand and enhance co-curricular activities, enrichment programs, and acceleration opportunities for foster youth and low-income students. According to the 2024 LCAP Survey, 82% of respondents believe that students have access to a comprehensive course of study, which includes programs and services tailored for unduplicated students. Additionally, the district has met standards on Local Indicator 7 for Access to a Broad Course of Study and Local Indicator 2 for the Implementation of Academic Standards, with 90% of middle school and 92% of high school pacing guides completed within current adoptions supporting standards-aligned curriculum, including ELD standards for students.

This positive feedback underscores the critical importance of these programs. Without targeted actions in the Local Control and Accountability Plan (LCAP), foster youth and low-income students would face significant barriers to accessing these vital opportunities. These programs are essential for providing equitable access to educational and developmental experiences that support academic achievement and personal growth. Expanding co-curricular activities, enrichment programs, and acceleration opportunities ensures that all students, particularly those from underserved backgrounds, receive the comprehensive support they need to succeed academically and thrive. This commitment to equity and inclusion is fundamental to fulfilling our district's educational mission and addressing the diverse needs of our student population. | Research demonstrates a correlation between access to co-curricular and extra-curricular programs, especially for low income and foster youth students. In CJUSD, these include VAPA, student field trips, middle school and alternative education intramurals,and providing support for elective instructional materials. These programs are a support for increased student success. These actions provide equipment, supplies, teachers, coaches and increase opportunities for students to increase overall student outcomes. CJUSD continues to support these programs as they increase motivation and student engagement at school and lead to equitable access to these programs for all students including our foster youth and low income students. Without these programs students would have limited to no access to these programs. | This action will be measured by the metrics identified in the action description. |

| | | VAPA Teachers and Site Support are provided on an LEA wide basis to support student needs in the Arts for enrichment and co-curricular activities to support students. NJROTC Support will be provided on a schoolwide basis to support students character building, leadership opportunities, and physical fitness. Student field trips are provided on an LEA wide basis to support experiential learning that cannot be done in a classroom setting. Middle School and Alternative Education Intramurals are provided on a Schoolwide basis and allows students opportunities for physical fitness and team building opportunities they would otherwise not experience. Secondary Elective textbooks are provided on an Schoolwide basis and provide an up to date curriculum and lead to the ability to offer courses that provide a broad course of study and equitable access to programs. All these actions lead to improved student outcomes. While all students will benefit from these actions they are principally directed toward our low income, foster youth, and English Learner students to support student equitable access to a broad course of study and programs. | |

| Goal 2:
Action 1: ELA Support;
Action 2: Math Support;
Action 3: Summer School
Action 4: Elementary Instructional Support
Action 6: MS MESA:
Action 7: Site/Department Support;
Action 8: NGSS/Math Materials;
Action 18: Classroom instructional Support;
Action 21: Science Fair Support;
Action 22: PSAT Testing for 8th Grade;
Action 24: Teacher Retention;
Action 25: Equity & Achievement Support | The 2023 CA School Dashboard data clearly indicates substantial academic challenges and achievement gaps among our student population, particularly among English Learners, Foster Youth, and Low-Income students. For example, in CAASPP English Language Arts (ELA), all students are performing 56.8 points below the standard, but English Learners are 91.8 points below, Foster Youth 83.6 points below, and Low-Income students also 83.6 points below. There is also a gap in Mathematics, with all students 91.3 points below the standard, English Learners 116.5 points below, Foster Youth 109.1 points below, and Low-Income students 96.5 points below. Furthermore, graduation rates highlight significant disparities, with an overall rate of 86%, compared to only 71.8% for English Learners and 75% for Foster Youth. Additionally, the CAST Science scores reveal that only 14.05% of all students are meeting proficiency standards, with dramatically lower percentages for English Learners (0.65%) and slightly better outcomes for Foster Youth (18.75%) and Low-Income students (13.08%). The data from MAPS secondary assessments, I-Ready, and DIBEL's reading fluency assessment further corroborate the necessity of these actions. For example, at the secondary level MAPS data indicates that only 47.6% of English Learners and 53.0% of Low-Income students show growth in Math for Grades 7-11, 43.3% of English Learners and 49.3% of Low income students show growth in Reading, and 33.4% of English Learners and 55.6% of low income students show growth in Language. At the elementary level I-Ready data shows that just 20% of English Learners, 13% of Foster Youth and 20% of low income are meeting Math standards compared to 27% for all students and 20% of English Learners, 29% of Foster youth and 28% of low income students are at grade level in ELA compared to 37% for the all student group DIBELs data shows reading fluency at 49% for all students, 49% for English Learners, 35% for Foster Youth and 46% for Low income students. | To enhance support for ELA and Math across the district the district is providing ELA and Math TOA's at the secondary level and Elementary levels to provide targeted interventions to unduplicated students, secondary summer school to prevent learning loss and allow unduplicated students to recoup credits for failed courses, site and department support, MS MESA teachers, and PSAT Testing for 8th grade to increase support for Math, instructional materials, instructional assistants to assure best first instruction and provide immediate assistance and support and retention teachers to lower class sizes and provide targeted support to close the gap for our unduplicated students compared to all students in ELA and Math.

ELA Support, Math Support, Summer School, Elementary Instructional Support, MS MESA, Site/Department Support, PSAT Testing for 8th Graders, and NGSS/Math Materials actions are provided on a Schoolwide basis to support students.

Classroom Instructional Support, Science Fair, Teacher Retention, and Equity and Achievement Support are provided on an LEA wide basis to provide continuity of support as students move through the grade levels.

All these actions support students becoming college and career ready and while all students will benefit from these actions they are principally directed toward our low income, foster youth, and English Learner students to narrow the achievement gap and promote our goals of equity and academic achievement across the district. | This action will be measured by the metrics identified in the action description. |

| | In addition, educational partner feedback from district parent meetings and student, staff, and student LCAP Surveys demonstrate the need for more electives, support for interventions, increased activities, and more supportive learning environments.

Given these academic deficits, it is imperative to implement targeted actions as outlined in the LCAP to address the specific needs of these student groups. This includes providing additional instructional support by hiring more teachers to lower class sizes and employing Teachers on Assignment (TOAs) and instructional aides. These measures will facilitate more personalized and effective teaching, particularly in ELA, Science, and Math, ensuring that instructional materials are tailored to meet the diverse needs of our students. Furthermore, ensuring equitable access to resources and support services is essential to bridge these achievement gaps. This involves not only academic interventions but also addressing socio-emotional and economic barriers that hinder student performance. By strategically allocating resources to provide comprehensive instructional support, we can create a more inclusive and effective educational environment. These actions are not just beneficial but necessary to uplift our most vulnerable students and to foster an equitable educational landscape where every student has the opportunity to succeed. | | |
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| Goal 2: Action 5: DIBEL's Amplify Online; Action 14: Student Technology; Action 15: Technology Support Staff; Action 19: Alludo License; Action 20: Elementary Illuminate; | Data for metrics for the Actions listed highlights the academic challenges and disparities, particularly among English Learners, Low-Income students, Foster Youth. MAPS secondary assessment growth data shows that only 47.6% of English Learners and 53.0% of Low-Income students exhibit growth in Math for Grades 7-11, while the percentages for Reading are 43.3% and 49.3%, respectively. Additionally, I-Ready data reveals that 37% of all students meet ELA standards and 27% meet Math standards, with lower percentages for English Learners (20% ELA, 13% Math), Foster Youth (29% ELA, 17% Math), and low income students (28% ELA, 20% Math). DIBEL's reading fluency assessment further emphasizes these gaps, showing that only 49% of all students and English Learners, and 35% of foster youth and 46% of low income students are reading at grade level.

Feedback from educational partners included LCAP survey responses from staff and teachers asking for improved technological resources for students and classrooms. In addition students asked for more engaging resources in the classroom which often include increased and improved technology . | There is a need to provide access to technology, technology support, electronic professional learning and electronic assessments for both teachers and students, specifically our unduplicated population at all times. Providing this allows unduplicated students the ability to access needed instructional materials and technology during class time, after school, and on weekends. In addition, it allows unduplicated students the ability to access programs that provide intervention and support to increase outcomes in ELA and Math on District assessments and access the internet with hotspots while off campus or at home to help support closing the gap in ELA and Math of our unduplicated students. Without these devices and support many of our unduplicated students would not be able to access materials and programs outside of class time.

DIBEL's Amplify Online is provided on a grade-level basis for K-2 to support literacy development for students.

Student technology, technology support staff, resources and programs are provided on an LEA wide basis to support students' access to technology, provide continuity of support as students move through grade levels, and while all students will benefit from these actions they are principally directed toward our low income, English Learner, and foster youth students to support increased outcomes in ELA and Math.

Elementary Illuminate is provided on a Schoolwide basis to support Elementary Student Assessment and Interventions to increase outcomes in ELA and Math. | This action will be measured by the metrics identified in the action description. |

	To address these critical needs and improve academic outcomes, it is essential to provide comprehensive support through online assessments, technology staff, and devices for students, alongside testing and gradebook software. Implementing online professional development for teachers is also crucial to enhance instructional quality in English and Math. These resources will enable more effective monitoring and support of student progress, ensuring that instructional strategies are data-driven and tailored to meet the unique needs of each student group. By leveraging technology and targeted professional development, we can create a more responsive and equitable educational environment that supports the academic growth of all students, particularly our unduplicated student population. This comprehensive approach is not only justified but necessary to close the achievement gaps and ensure all students have the opportunity to succeed.		

| Goal 2:
Action 9:
Librarians
Support;
Action 10:
Library:
K12 Library
Materials | The current data underscores disparities in English Language Arts (ELA) performance, particularly among English Learners and Low-Income students. MAPS secondary assessment growth data reveals that only 43.3% of English Learners and 49.3% of Low-Income students show growth in Reading for Grades 7-11. Additionally, language growth for these groups stands at a 33.4% for English Learners and 55.6% for Low-Income students. Furthermore, I-Ready Elementary data indicates that only 37% of all students meet ELA standards, with even lower percentages for English Learners (20%) and Low-Income students (28%). These statistics highlight a critical need for enhanced literacy resources and support to improve ELA outcomes.

In addition, educational partner feedback from the LCAP Surveys showed students wanting more support for struggling students, increased resources in the classroom, improved technology and adequate school supplies. Teachers expressed the need for implementing interventions, inclusive curriculum that aligns with student needs and adequate school supplies. Parents added more inclusive education and increased access to books from other languages and cultures. These support the need for quantity libraries and staffing. | While our library program throughout the district supports all students, the first consideration is to support the literacy needs of our unduplicated students. The addition of middle school librarians, library technicians at all sites, and increased funding to improve the physical and digital collections at all school sites are focused on increasing services and decreasing the gap on our ELA scores within our unduplicated population. CJUSD would be limited in library services and the ability to provide books and materials for our unduplicated students at our schools without this support.

These library resources are provided on an LEA wide basis to support students' access to books and literacy development and while all students will benefit from these actions they are principally directed toward our low income, English Learner, and foster youth students to support increased outcomes in English Language Arts and provide continuity of support as students advance through grade levels. | This action will be measured by the metrics identified in the action description. |

| | To address these pressing needs, it is essential to provide dedicated librarians, library media technicians, and a diverse collection of print and digital books, including bilingual books in English and Spanish. Librarians and library media technicians play a crucial role in fostering a love of reading, guiding students and teachers in selecting appropriate materials, and supporting literacy development through targeted programs and activities. Access to a wide range of books will help cater to diverse reading interests and levels, encouraging more students to engage in reading. Moreover, providing books in both English and Spanish will support bilingual students and their families, promoting literacy in both languages. These actions will create a more inclusive and resource-rich environment, directly addressing the literacy challenges faced by our students and supporting their academic growth in ELA. | | |

| Goal 2: Action 17: Teacher Induction; | The urgency of providing a robust teacher induction program is underscored by both the anticipated departure of approximately 100 teachers and the current academic performance data. The MAPS secondary assessment growth data reveals significant gaps, with only 47.6% of English Learners and 53.0% of Low-Income students showing growth in Math, and 43.3% of English Learners and 49.3% of Low-Income students exhibiting growth in Reading for Grades 7-11. Language growth is particularly low, at 33.4% for English Learners and 55.6% for Low-Income students. Additionally, I-Ready data reveals that 37% of all students meet ELA standards and 27% meet Math standards, with lower percentages for English Learners (20% ELA, 13% Math), Foster Youth (29% ELA, 17% Math), and low income students (28% ELA, 20% Math).

In addition, educational partner feedback from the LCAP survey and parent meetings identified professional development for teachers, overall improved instruction in the classroom, and better classroom environments as a need.

Therefore, a teacher induction program is crucial to support the new teachers who will join the district, ensuring they are well-equipped to deliver high-quality instruction and support our students.. | During the 2023-24 school year CJUSD has approximately 85 teachers retiring and will need to hire and train quality teachers to continue high quality instruction in the next three years. CJUSD plans to support a teacher induction program for new teachers for the first two years to support their growth and development. Although focused on all students the development of quality teachers supports closing the gaps in ELA and Math between our all student group and our unduplicated students.

A teacher induction program is crucial to support the new teachers who will join the district, ensuring they are well-equipped to deliver high-quality instruction. This program will provide structured mentorship, professional development, and continuous support, fostering effective teaching practices and improving student learning outcomes. Particularly in a year marked by significant staff turnover, a strong induction program is essential to maintain instructional quality and address the diverse needs of our student population. By investing in the professional growth of new teachers, we can enhance their ability to support English Learners, Low-Income students, and other underserved groups, ultimately helping to close achievement gaps and promote academic success across the district.

These resources and programs are provided on an LEA wide basis to support students' access to best first instruction and while all students will benefit from these actions they are principally directed toward our low income, English Learner, and foster youth students to support increased outcomes in ELA and Math. | This action will be measured by the metrics identified in the action description. |

| Goal 2: Action 23: GATE | Providing a GATE (Gifted and Talented Education) program for elementary and middle school students is crucial for addressing the diverse academic needs within our district. This program offers opportunities for acceleration, enrichment, and co-curricular activities, supported by teacher stipends, conferences, and instructional materials. The 2023-2024 i-Ready assessment data indicates that 37% of all students are meeting standards in English Language Arts (ELA) and 27% in Mathematics. In contrast, GATE students have significantly higher achievement levels, with 75% meeting ELA standards and 71% in Mathematics. This underscores the importance of enhancing services for high-achieving students to maintain and further their academic growth.

In addition, educational partners expressed the need for additional academic support (parents), more engaging and diverse classes (students), and more inclusive curriculum that aligns to student abilities (Teachers).

Moreover, the MAPS secondary assessment data for middle school students highlights areas needing targeted intervention. For example, in Math, only 38.8% of 7th graders and 54.9% of 8th graders meet growth targets. Reading performance is similar, with 31.7% of 7th graders and 42.1% of 8th graders meeting growth targets, while in Language, the figures are 34.6% for 7th graders and 43.5% for 8th graders. These statistics indicate a significant need for additional resources and support for middle school students to ensure they can achieve their full potential. By expanding the GATE program and providing targeted support, we can better cater to the needs of all student sub-groups, including English Learners (EL), Foster Youth (FY), and low-income (LI) students, ultimately fostering a more inclusive and effective educational environment. | CJUSD would like to continue support for GATE students specifically for our unduplicated population. GATE provides acceleration and enrichment activity at the elementary and middle school level to provide teacher stipends, conferences, instructional materials, and field trips to support the additional time needed for these needs. Data shows that while all students gain from these experiences, supporting our English Learners, foster youth, and low income students is critical to close the achievement gap between all students.

These actions are provided on an Schoolwide basis to all elementary and middle schools to support student needs for acceleration, enrichment and co-curricular activities. While all students will benefit from these actions they are principally directed toward our low income, foster youth, and English Learner students to support student equitable access to programs and narrowing the achievement gap in ELA and Math.. | This action will be measured by the metrics identified in the action description. |

| Goal 3: Action 1: PBIS Student Support; Action 2: PBIS Intervention Support; Action 3: PBIS Foster & Low Income Support Services; Action 4: PBIS Aides. | Data from the 2023 CA School Dashboard indicate The data from the 2023 CA School Dashboard underscores the urgent need for comprehensive Positive Behavior Intervention and Supports (PBIS) to address significant issues in student attendance, behavior, and overall school climate. With chronic absenteeism rates alarmingly high—35% for all students, 33.2% for English Learners, 30.9% for Foster Youth, and 36.5% for Low-Income students—there is a clear need for targeted interventions to improve attendance and engagement. Additionally, suspension rates, 5.2% for all students, 4.8% for English Learners, Foster Youth at 8.6%, and 5.4% for low income students indicate a need for behavioral support systems that can address and mitigate disciplinary issues, thereby reducing lost instructional time and improving student outcomes.

In addition, LCAP survey results showing educational partner feedback included students asking for more mental health supports and better classroom environment, teachers requesting better discipline management and improved counseling services, and parents requested improved school safety and a reduction in bullying. | The actions within our Positive Behavior Interventions and Supports encourages behaviors that promote learning, including good attendance, study habits, and respect. PBIS supports efforts to keep students enrolled in school, maintain student safety, encourage positive school climate, and keep students on track to graduate. Our PBIS Assistant Principals, Learning Specialists, and Duty aides are focused on supporting and communicating with students and parents about safety, positive behaviors and attendance to keep students on a positive academic path. Foster and low income support services and Student Support focuses on students and families by providing needed resources to keep students attending class and meeting their social, emotional and academic needs.

PBIS Student Supports, PBIS Intervention Support and PBIS Foster and Low-income support services provide a comprehensive LEA wide approach across sites supporting all students. Meanwhile, PBIS Aides provide a schoolwide approach where the goal of these actions are to narrow the gaps in absenteeism, suspension rate, attendance rate, and drop out rate for English Learners, foster youth and low income students. This supports our broader goal of Student Wellness. | This action will be measured by the metrics identified in the action description. |

Implementing actions such as student incentives, behavioral interventions, and providing resources specifically for Low-Income and Foster Youth students and families is crucial. PBIS aides supporting behavior on school sites can play a vital role in fostering a positive school environment and reducing the need for suspensions and expulsions (below 1% all groups) but still represent significant disruptions for the affected students. The dropout rates, particularly at the high school level (9.9% for all students, 5.6% English Learners, 3.0% low income), further highlight the necessity for these supports to keep students engaged and in school. Attendance rates, for all students are at 91.74%, English learners 91.50%, Foster Youth at 91.54% and low income 91.56%, and low school climate scores (2.87 for middle schools and 2.86 for high schools), underscore the need for a supportive and positive school environment. By continuing and enhancing these PBIS actions, we can create a more inclusive, engaging, and supportive educational atmosphere that addresses the needs of all students, particularly the unduplicated populations.		

| Goal 3:
Action 5:
Mental
Health
Student
Support;
Action 6:
Site
Support;
Action 7:
Activity
Centers;
Action 8:
Comprehensive School
Counseling | The data from the 2023 CA School Dashboard highlights significant challenges in student attendance and overall school climate, emphasizing the critical need for robust social-emotional support systems. Chronic absenteeism rates are high, with 35% of all students, 33.2% of English Learners, 30.9% of Foster Youth, and 36.5% of Low-Income students missing school. Attendance rates for all students are at 91.74%, English learners 91.50%, Foster Youth at 91.54%, and low income 91.56%.These figures underscore the need for targeted interventions to address the underlying social-emotional issues contributing to absenteeism and disengagement. Additionally, school climate ratings for middle schools and high schools are scoring below the good threshold of 3.0 (2.87 and 2.86, respectively), indicating a need for student well-being and learning.

To address these pressing issues, the actions described in the LCAP, including the support from the Director of Mental Health and over 20 interns, are essential. These professionals provide critical social-emotional support at school sites, helping to address the mental health needs of students. The establishment of wellness and activity centers is crucial for fostering a supportive environment where students can thrive emotionally and academically. Comprehensive school counseling services further ensure that students receive the guidance and support needed to navigate their educational journey successfully. Educational partner feedback and survey data consistently identify mental health and social-emotional support as top priorities for enhancing student learning and well-being. By continuing to invest in these supports, we can create a more inclusive and nurturing educational environment that addresses the needs of all students, particularly those most at risk, thereby improving attendance, engagement, and overall school climate. | CJUSD continues to rebound from the effects of the pandemic and has placed a high emphasis on mental and physical health of students to support school attendance, positive behaviors, and academic success. Over the last 3 years the focus has been on increasing referrals to our mental health program as numbers rose from 417 students to over 1000 students. The focus for the next three years is concentrating on offering tier 2 and tier 3 supports and whether students have had their needs addressed so they may return to the classroom and be successful. Our first line of support is our physical health focus with our nurses, health assistance, and psychologists that support all sites. Activity centers provide areas for students to work on their physical health so they may maintain focus in classrooms. Our Mental Health program that includes a mental health director and clinical therapist allows us to work with local colleges to support over 40 interns working at our school sites to support student tier 2 and 3 needs. Comprehensive school counseling focuses on the initial referrals of students for social, emotional, behavioral, and academic support to assist students so they may return to class and be successful. | This action will be measured by the metrics identified in the action description. |

| | | Mental Health Student Support, Site Support and Comprehensive School Counseling provide an LEA wide approach across school sites supporting all students and providing continuity of support as students move through grade levels. Meanwhile Activity Centers provide a schoolwide approach to support students. The goal of these actions are to narrow the gaps in absenteeism, suspension rate, graduation rate and meet the tier 2 and 3 needs for English Learners, foster youth and low income students. This supports our broader goal of Student Wellness. | |

Goal 3: Action 9: Home to School Transportation	The data from the 2023 CA School Dashboard highlights critical issues that justify the need for continued and enhanced home-to-school transportation support as described in the LCAP. With a chronic absenteeism rate of 35% for all students, 30.9% for Foster Youth, and 36.5% for low-income students, it is evident that many students face significant barriers to regular attendance. These rates far exceed the state target of 2.5%, indicating a need for interventions that can help improve attendance. Ensuring reliable transportation is a fundamental step in addressing these barriers, especially for the 82% of students reported as low-income and the 87% unduplicated count. Attendance data further emphasizes the need for this support. Attendance rates for all students are at 91.74%, English learners 91.50%, Foster Youth at 91.54%, and low income 91.56%.. The geographic layout of the district, with many areas separated by a freeway, adds to the transportation challenges faced by families. Community partner feedback strongly supports the need for home-to-school transportation, highlighting its importance for students to attend school daily. By providing this essential service, the district can help mitigate the challenges faced by families who lack transportation or have work commitments during school hours, ultimately leading to improved attendance and academic outcomes.	Home-to-school transportation addresses the need in designated areas for our students to get to school. Although provided to all students in those areas, it specifically benefits our foster youth and low income students and supports a decrease in absenteeism and increase in attendance rate at school. Our data over the last 3 year period showed increases in attendance and decreases in chronically absent students especially for our foster youth and low income students closing the gap and in the case of foster youth, better than average attendance for this sub-group. It is reported through feedback from community partner groups that removing the transportation action would result in increased absences. While this initiative supports an LEA wide approach across sites supporting all students, the goal of this action is to narrow the gaps in absenteeism, and attendance rates for English Learners, foster youth and low income students. This supports our broader goal of Student Wellness	This action will be measured by the metrics identified in the action description.

Parent Engagement and Communication: Goal 4: Action 1: Parent Workshops; Action 4 Communications Specialist	The data and feedback from parents underscore the need for continued and enhanced support for workshops and multilingual communication within the LCAP. Parent workshops and effective communication are vital for empowering parents, especially those who are low-income, foster youth caregivers, or non-English speakers, to support their children's academic success. With ELA and Math scores significantly below standards, as indicated by the CA School Dashboard, where all students are at -56.8 dfs in ELA and -91.3 dfs in Math, and even lower scores for English Learners (-91.8 dfs) and Foster Youth (-83.6 dfs), it is evident that parental involvement and support are crucial in bridging these gaps. Workshops can equip parents with the skills and knowledge needed to better assist their children, creating a more supportive home learning environment. In addition, feedback from the parent LCAP survey and the District DELAC requested better communication with parents, support for parents understanding the district and school systems so they can support their students, and opportunities to grow as parent leaders in the district. This past year, CJUSD provided 1,585 parent workshops focusing on parent leadership and academic support, demonstrating a strong commitment to engaging parents. However, the need to improve and expand these efforts remains, particularly in multilingual communication to ensure inclusivity for our non-English speaking families. Increased parent communication and workshop attendance can lead to better student outcomes, as parents who are well-informed and equipped can play a significant role in their children's education. By investing in these actions, the district can foster stronger home-school connections, ultimately contributing to improved academic performance and a more inclusive educational environment.	CJUSD continues to look for ways to support increased parent engagement and communication especially within our unduplicated student population. Although a support to all students these actions specifically target low income, foster youth, and English Learner parents to provide an understanding of the educational environment of their students and how to seek out support and resources to help their student succeed at school. Many of our committees, workshops and training are specifically targeting our unduplicated student groups with the goal of closing the gap in student achievement between our unduplicated student groups and all student groups. While this initiative supports a comprehensive LEA wide approach across sites supporting all students, parents and the community, the goal of this action is to increase engagement and communication for English Learners, foster youth and low income students and families. This supports our broader goal of Parent and Community Engagement and provides continuity of support for parents as students advance through grade levels.	This action will be measured by the metrics identified in the action description.

Insert or delete rows, as necessary.

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
Goal 1: Action 1: Language Assessment Center; Action 2: Language Support Services; Action 3: EL Site Support; Action 4: EL Instruction & Technology; Action 6: Multilingual Instructional Support	The 2023 CA School Dashboard data shows 46.8% of English Learners are making progress toward English language proficiency, highlighting a critical need for targeted support. Reclassification rates show 13.5% of English Learners and 25% of Long-Term English Learners (LTELs) achieving reclassification. These figures indicate that a significant number of students are not reaching the necessary language proficiency levels to succeed academically. By providing comprehensive support through the Language Assessment Center, we can ensure that all English Learners receive the initial ELPAC assessment and are placed in the appropriate courses. This targeted placement is crucial for addressing the diverse needs of newcomers and LTELs. Furthermore, Language Support Services, including direct support from Curriculum Program Specialists, Multilingual Instructional Aides, additional curriculum resources, instructional materials, and assessment programs, are vital for enhancing instruction and improving outcomes. Feedback from parents and educators consistently underscores the importance of these services, emphasizing the need to continue and expand support for language acquisition. By investing in these actions, the district can significantly improve English Learner progress and reclassification rates, ultimately enhancing the academic success and future opportunities for students.	The actions support providing our Language assessment center which provides the initial ELPAC testing to students, support resources for families and the placement of English Learners into their classifications to support school sites in providing the correct classrooms and teachers to students. Language Support Services provides support, professional development, curriculum, and Multilingual Instructional Aides to teachers and sites to support all English Learners including newcomers and LTEL's This support for 2024-25 is through 1 full day training on differentiation for all teachers, 10 hours of in-class support, and support for principals to conduct classroom walkthroughs with feedback twice a month. With this targeted focus for English learners the district will continue to show improved outcomes on the ELPi and reclassification rates. These actions are provided on an LEA wide basis and ensures that English Learners and LTEL students receive high quality instruction to promote language proficiency and acquisition to promote successful outcomes for student achievement and provide continuity of support as students advance through grade levels.	This action will be measured by the metrics identified in the action description.

Parent Engagement & Communication Goal 4: Action 2 PE: Multilingual Family & Community Engagement; Action 3: Family & Community Resources Action 5: Multilingual Services	The high rates of chronic absenteeism, as indicated by the 2023 CA School Dashboard, reveal a significant need for enhanced parent communication and support. With 35% of all students, 33.2% of English Learners, 30.9% of Foster Youth, and 36.5% of Low-Income students being chronically absent, it is clear that more parent engagement is needed and the need to provide them with the resources necessary to support their children's education. Translators and interpreters are essential for ensuring that non-English speaking parents can fully participate in their children's educational journey, while community liaisons can bridge the gap between families and the resources they need.

Additionally, the feedback from parents highlights the necessity of continuing and expanding parent workshops and increasing multilingual communication. These workshops, which CJUSD provided to 1,585 parents last year, are crucial for building parent leadership and equipping parents with the skills to support their children's academic success. By improving attendance at District Parent/Community Meetings and providing more resources, we can create a more inclusive and supportive environment for all families, particularly those who are low-income, foster youth, or English Learners. These actions are vital for addressing the specific needs of these groups and ultimately reducing chronic absenteeism and improving student outcomes. | CJUSD continues to look for ways to support increased parent engagement and communication especially within our unduplicated student population. These actions specifically target low income, foster youth and English Learner parents to provide an understanding of the educational environment of their students and how to seek out support and resources to help their student succeed at school. Many of our committees, workshops and training are specifically targeting these student groups with the goal of closing the gap in student achievement between our unduplicated student groups and all student groups.

This initiative supports a comprehensive LEA wide approach focused on our English Learners, foster youth and low income students and families. The goal of this action is to increase engagement and communication for these students and parents. This supports our broader goal of Parent and Community Engagement and provides continuity of services as students move through grade levels. | This action will be measured by the metrics identified in the action description. |

| Goal 2: Action 16: Teacher Collaboration Days; | The data indicates an achievement gap between English Learners and their peers, with English Learners scoring lower in both Math and Reading on the MAPS secondary assessment and i-Ready assessments. Specifically, English Learners show a growth rate of 47.6% in Math and 43.3% in Reading for grades 7-11, while their proficiency in Language is only at 33.4%. Additionally, only 20% of English Learners are meeting the ELA standards, and a mere 13% are meeting the Math standards according to i-Ready data. This highlights the need for targeted instructional strategies to better support English Learner students.

In addition, educational partner feedback included teachers requesting professional development for English Learners specifically around differentiation of instructional strategies and DELAC parents requesting more accountability for student growth and achievement.

To address these disparities, providing two dedicated collaboration days during the school year is essential. One collaboration day with a substitute will allow teachers to work together without interrupting their regular teaching schedule, and an additional day off calendar will provide further opportunities for in-depth planning and strategy development. These collaboration days will enable teachers to share best practices, develop tailored lesson plans, and align instructional strategies to better meet the needs of English Learner students. By fostering a collaborative environment, teachers can collectively address the specific challenges faced by English Learners, ultimately leading to improved academic outcomes and narrowing the achievement gap. | CJUSD plans to support a focus on English Learner students with providing 2 non-student collaboration days in the school calendar, 1 collaboration day with a substitute and 1 collaboration day outside the school calendar to work on effective lesson planning with a focus on Integrated English Language Development (ELD) and Designated ELD to support increased outcomes in ELA and Math. Focus will be on developing lesson plans with language objectives and differentiation strategies for English Learners, and preparing for in-class support.
This is targeted specifically to support English Learners and supports closing the gap in ELA and Math between our all student groups and our English Learners.

These Teacher collaboration days are provided on an LEA wide basis to support students' equitable access to first best instruction with a focus on English Learner students to support increased outcomes in ELA and Math. | This action will be measured by the metrics identified in the action description. |

Insert or delete rows, as necessary.

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.

All CJUSD Schools have a high concentration (above 55 percent) of foster youth, English learners and low-income students. The plan for the additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students at school. includes the following:

Goal 1, Action 6 - Provide bilingual instructional assistants (10 fte) to assist English Learner students and support them in the classroom with academic language and content knowledge acquisition.

Goal 1, Action 13 - Provide our students at our elementary schools with enrichment experiences in art, STEAM, choral music, dance, and physical education that will rotate amongst three schools each to provide students these experiences. Additionally, provide one additional band teacher to support each middle school site with a full time band instructor. Research shows that students who have a background in the arts perform better in school than those students who are not provided those opportunities. This funding allows CJUSD to provide its students a well-rounded education with a goal being to increase student outcomes.

Goal 2, Action 9- Provide Technology direct support to continue our 1 to 1 student Chromebook, hotspot and technology program which includes increasing library technician hours from 6 to 8 adding 3 site support technicians, and 1 electronics technician to provide support, access, and training, to students using Chromebooks and other technology devices. This supports the district LCAP goals of Student Achievement and Equity for our students and parents of unduplicated students.

Goal 2, Action 18 - Includes instructional assistants (43 fte) including instructional assistants for our Transitional Kindergarten (TK) classes at all elementary sites to provide direct support for students' early literacy, numeracy, and skill building as we expand our TK program. The additional instructional aides provide classified staff support for students in all schools to provide direct support for students' literacy in English Language Arts and support for Mathematics students at all grade levels.

Goal 3, Action 4 - Provide sites with PBIS aides at elementary (54 fte) and middle school (8 fte) sites to support student wellness and provide enrichment activities in support of student engagement in school.

Goal 3, Action 5 - Support the mental health of students with three additional clinical supervisors who will provide direct mental health service to students and assist with student and parent outreach for mental health resources on all of our sites. This supports the district LCAP goal of Wellness for our students and parents of unduplicated students.

Goal 3, Action 6 - Provide four additional nurses to provide more physical health support to our campuses. Additionally, provide an additional 2 hours to move site health technicians from 6-hour to 8-hour positions at our sites to support the times that students are on campus.. Due to the continued concerns with student wellness it is essential to have health technicians at school sites for extended times during the school day so they can provide needed support to students and families with regard to both physical and mental health. .

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

California Department of Education
November 2023

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 203,031.890	$ 76,807,197	37.83%	0.000%	37.83%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 82,824,746	$ 6,672,376	$ -	$ 1,153,992	$ 90,651,114.00	$ 58,914,715	$ 31,736,399

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	English Learner Support: Language Assessment Center	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	2	English Learner Support: Language Support Services	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	3	English Learner Support: English Learner Site Support	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	4	English Learner Support: Instruction and Technology	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	5	English Learner Support: Dual Immersion	English Learner	Yes	Schoolwide	English Learners	Grimes, Birney, Grand Terrace, Zimmerman Elementaries, JBMS	3
1	6	English Learner Support: Multilingual Instructional Support	English Learner	Yes	Limited	English Learners	All Schools	3
1	7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway Support	Unduplicated Students	Yes	LEA-wide	All	High Schools	3
1	8	CTE/LL: Work-Based Learning	Unduplicated Students	Yes	Schoolwide	All	High Schools	3
1	9	CTE/LL: Professional Development	Unduplicated Students	Yes	Schoolwide	All	High Schools	3
1	10	CTE/LL: ROP Program	Unduplicated Students	Yes	Schoolwide	All	High Schools	3
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	English Learner & Low-Income	Yes	Schoolwide	English Learners and Low-Income	Middle & Comprehensive High Schools, Jurupa Vista Elementary	3

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	12	AP Testing Support	English Learner & Low income	Yes	Schoolwide	English Learners and Low-Income	High Schools	3
1	13	VAPA: VAPA Teachers	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
1	14	VAPA: Site Support	Low-Income	Yes	LEA-wide	Low-Income	All Schools	3
1	15	VAPA: NJROTC Support	Low-Income	Yes	Schoolwide	Low-Income	Bloomington High & Colton High	3
1	16	Student Field Trips	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
1	17	Athletics: Middle School and Aletnative Ed Intramural Athletics	Low Income	Yes	Schoolwide	Low-Income	CMS, JBMS,RHMS, THMS, SMHS, WHS	3
1	18	Secondary Elective Textbooks	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	1	English Language Arts (ELA) Support	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	2	Mathematics (Math) Support	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	3	Summer School	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	4	Elementary Instructional Support	Unduplicated Students	Yes	Schoolwide	All	All Elementary Schools	3
2	5	DIBELS Amplify Online	Unduplicated Students	Yes	Schoolwide	All	All Elementary Schools	3
2	6	MS MESA	Unduplicated Students	Yes	Schoolwide	All	All Middle Schools	3
2	7	Site/Department Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	8	NGSS/Math Materials	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	9	Library Support	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3
2	10	Library: K-12 Library Materials	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3
2	11	Special Education: Middle School Support	Special Education	No	Schoolwide	All	Middle Schools	3
2	12	Special Education: Instructional Support	Special Education	No	LEA-wide	All	All Schools	3
2	13	Special Education: Instructional Materials Support	Special Education	No	LEA-wide	All	All Schools	3
2	14	Student Technology	Low-Income	Yes	LEA-wide	Low-Income	All Schools	3
2	15	Technology Support Staff	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	16	Teacher Collaboration Days	English Learners	Yes	Limited	English Learners	All Schools	3

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	17	Teacher Induction	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	18	Classroom Insturctional Support	English Learners and Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3
2	19	Alludo License	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	20	Elementary Illuminate	Unduplicated Students	Yes	Schoolwide	All	All Elementary Schools	3
2	21	Science Fair Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	22	PSAT Testing for 8th Grade	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	Middle Schools	3
2	23	Gifted and Talented Eduction (GATE): Site and Teacher Support	English Learners and Low-Income	Yes	Schoolwide	English Learners and Low-Income	Elementary & Middle Schools	3
2	24	Teacher Retention	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	25	Equity & Achievement Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	1	PBIS: Student Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	2	PBIS: Intervention Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	3	PBIS: Foster & Low Income Support Services	Foster Youth and Low-Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	3
3	4	PBIS Aides	Unduplicated Students	Yes	Schoolwide	All	Elementary & Middle Schools	3
3	5	Physical & Mental Health: Mental Health Students Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	6	Physical & Mental Health: Site Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	7	Physical & Mental Health: Activity Center	Unduplicated Students	Yes	Schoolwide	All	Elementary Schools	3
3	8	Physical & Mental Health: Comprehensive School Counseling	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	9	Home-to-School Transportation	Foster Youth and Low Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	3
4	1	Family & Community Engagement Workshops/Meeting	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
4	2	Multilingual Family & Community Communication	English Learners	Yes	Limited	English Learners	All Schools	3
4	3	Family & Community Resources	Unduplicated Students	Yes	Limited	All	All Schools	3
4	4	Family & Community Engagement: Communications	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
4	5	Family & Community Engagement: Multilingual Services	English Learners	Yes	Limited	English Learners	All Schools	3

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
5	1	Intervention Support	All Students	No	Schoolwide	all	Slover Mountian HS	3
5	2	Student and Family Engagement	All Students	No	Schoolwide	all	Slover Mountian HS	3
5	3	Wellness Center	All Students	No	Schoolwide	all	Slover Mountian HS	3
6	1	Wellness Center	All Students	No	Schoolwide	all	Washington HS	3
6	2	Student and Family Engagement	All Students	No	Schoolwide	all	Washington HS	3
6	3	Intervention Support	All Students	No	Schoolwide	all	Washington HS	3
6	4	Instructional Support	All Students	No	Schoolwide	all	Washington HS	3
6	5	Supplemental Professional Development	All Students	No	Schoolwide	all	Washington HS	3
7	1	Equity & School Climate Support	African-American	No	LEA-wide	all	Colton Joint USD	3
8	1	Targeted Interventions in ELA and Math	Students with Disabilities and English Learner	No	Schoolwide	English Learners	Wilson ES	3

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$ 409,706	$ -	$ 409,706	$ -	$ -	$ -	$ 409,706	0.000%
1	2	$ 941,258	$ -	$ 483,381	$ -	$ -	$ 457,877	$ 941,258	0.000%
1	3	$ 936,115	$ -	$ 936,115	$ -	$ -	$ -	$ 936,115	0.000%
1	4	$ -	$ 195,000	$ 195,000	$ -	$ -	$ -	$ 195,000	0.000%
1	5	$ 4,914,455	$ 175,000	$ 5,089,455	$ -	$ -	$ -	$ 5,089,455	0.000%
1	6	$ 1,255,012	$ -	$ 1,255,012	$ -	$ -	$ -	$ 1,255,012	0.000%
1	7	$ -	$ 632,265	$ 162,000	$ 235,387	$ -	$ 234,878	$ 632,265	0.000%
1	8	$ 2,835,384	$ 60,000	$ 2,788,771	$ 106,613	$ -	$ -	$ 2,895,384	0.000%
1	9	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
1	10	$ -	$ 3,403,000	$ 3,403,000	$ -	$ -	$ -	$ 3,403,000	0.000%
1	11	$ 1,868,554	$ 810,202	$ 2,678,756	$ -	$ -	$ -	$ 2,678,756	0.000%
1	12	$ -	$ 145,000	$ 15,000	$ -	$ -	$ 130,000	$ 145,000	0.000%
1	13	$ 3,172,883	$ 390,000	$ 3,562,883	$ -	$ -	$ -	$ 3,562,883	0.000%
1	14	$ -	$ 642,500	$ 642,500	$ -	$ -	$ -	$ 642,500	0.000%
1	15	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
1	16	$ -	$ 270,000	$ 270,000	$ -	$ -	$ -	$ 270,000	0.000%
1	17	$ -	$ 130,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
1	18	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
2	1	$ 595,201	$ -	$ 595,201	$ -	$ -	$ -	$ 595,201	0.000%
2	2	$ 1,332,777	$ -	$ 1,332,777	$ -	$ -	$ -	$ 1,332,777	0.000%
2	3	$ -	$ 1,100,000	$ 1,100,000	$ -	$ -	$ -	$ 1,100,000	0.000%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	4	$ 3,100,527	$ 414,984	$ 3,515,511	$ -	$ -	$ -	$ 3,515,511	0.000%
2	5	$ -	$ 131,241	$ 131,241	$ -	$ -	$ -	$ 131,241	0.000%
2	6	$ 532,087	$ 30,000	$ 562,087	$ -	$ -	$ -	$ 562,087	0.000%
2	7	$ 2,234,164	$ 3,337,245	$ 5,571,409	$ -	$ -	$ -	$ 5,571,409	0.000%
2	8	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
2	9	$ 3,031,168	$ -	$ 3,031,168	$ -	$ -	$ -	$ 3,031,168	0.000%
2	10	$ -	$ 450,000	$ 450,000	$ -	$ -	$ -	$ 450,000	0.000%
2	11	$ 355,603	$ -	$ -	$ 355,603	$ -	$ -	$ 355,603	0.000%
2	12	$ 4,463,450	$ (883,083)	$ -	$ 3,580,367	$ -	$ -	$ 3,580,367	0.000%
2	13	$ -	$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
2	14	$ -	$ 3,457,082	$ 3,457,082	$ -	$ -	$ -	$ 3,457,082	0.000%
2	15	$ 1,798,274	$ -	$ 1,798,274	$ -	$ -	$ -	$ 1,798,274	0.000%
2	16	$ -	$ 2,665,481	$ 2,665,481	$ -	$ -	$ -	$ 2,665,481	0.000%
2	17	$ -	$ 192,125	$ 132,125	$ -	$ -	$ 60,000	$ 192,125	0.000%
2	18	$ 2,458,361	$ -	$ 2,458,361	$ -	$ -	$ -	$ 2,458,361	0.000%
2	19	$ -	$ 113,425	$ 61,500	$ -	$ -	$ 51,925	$ 113,425	0.000%
2	20	$ -	$ 176,487	$ 176,487	$ -	$ -	$ -	$ 176,487	0.000%
2	21	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
2	22	$ -	$ 135,000	$ 25,000	$ -	$ -	$ 110,000	$ 135,000	0.000%
2	23	$ -	$ 141,723	$ 141,723	$ -	$ -	$ -	$ 141,723	0.000%
2	24	$ -	$ 2,506,213	$ 2,506,213	$ -	$ -	$ -	$ 2,506,213	0.000%
2	25	$ -	$ 493,354	$ 493,354	$ -	$ -	$ -	$ 493,354	0.000%
3	1	$ 790,514	$ 486,790	$ 1,277,304	$ -	$ -	$ -	$ 1,277,304	0.000%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	2	$ 7,738,291	$ -	$ 7,738,291	$ -	$ -	$ -	$ 7,738,291	0.000%
3	3	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
3	4	$ 1,457,513	$ -	$ 1,457,513	$ -	$ -	$ -	$ 1,457,513	0.000%
3	5	$ -	$ 799,729	$ 799,729	$ -	$ -	$ -	$ 799,729	0.000%
3	6	$ 3,672,134	$ -	$ 2,874,540	$ 797,594	$ -	$ -	$ 3,672,134	0.000%
3	7	$ -	$ 500,000	$ 500,000	$ -	$ -	$ -	$ 500,000	0.000%
3	8	$ 4,033,232	$ -	$ 4,033,232	$ -	$ -	$ -	$ 4,033,232	0.000%
3	9	$ 4,101,892	$ 6,198,174	$ 10,300,066	$ -	$ -	$ -	$ 10,300,066	0.000%
4	1	$ -	$ 136,812	$ 27,500	$ -	$ -	$ 109,312	$ 136,812	0.000%
4	2	$ -	$ 111,338	$ 111,338	$ -	$ -	$ -	$ 111,338	0.000%
4	3	$ 323,560	$ 2,500	$ 326,060	$ -	$ -	$ -	$ 326,060	0.000%
4	4	$ 154,118	$ -	$ 154,118	$ -	$ -	$ -	$ 154,118	0.000%
4	5	$ 408,482	$ -	$ 408,482	$ -	$ -	$ -	$ 408,482	0.000%
5	1	$ -	$ 163,278	$ -	$ 163,278	$ -	$ -	$ 163,278	0.000%
5	2	$ -	$ 85,278	$ -	$ 85,278	$ -	$ -	$ 85,278	0.000%
5	3	$ -	$ 148,278	$ -	$ 148,278	$ -	$ -	$ 148,278	0.000%
6	1	$ -	$ 148,278	$ -	$ 148,278	$ -	$ -	$ 148,278	0.000%
6	2	$ -	$ 85,278	$ -	$ 85,278	$ -	$ -	$ 85,278	0.000%
6	3	$ -	$ 152,608	$ -	$ 152,608	$ -	$ -	$ 152,608	0.000%
6	4	$ -	$ 61,195	$ -	$ 61,195	$ -	$ -	$ 61,195	0.000%
6	5	$ -	$ 20,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
7	1	$ -	$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	1	$ -	$ 632,619	$ -	$ 632,619	$ -	$ -	$ 632,619	0.000%

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
$ 203,031,890	$ 76,807,197	37.83%	0.000%	37.83%	$ 82,824,746	0.000%	40.794%	**Total:**	$ 82,824,746
								LEA-wide Total:	$ 51,951,649
								Limited Total:	$ 6,790,575
								Schoolwide Total:	$ 24,082,522

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	English Learner Support: Language Assessment Center	Yes	Limited	English Learners	All Schools	$ 409,706	0.000%
1	2	English Learner Support: Language Support Services	Yes	Limited	English Learners	All Schools	$ 483,381	0.000%
1	3	English Learner Support: English Learner Site Support	Yes	Limited	English Learners	All Schools	$ 936,115	0.000%
1	4	English Learner Support: Instruction and Technology	Yes	Limited	English Learners	All Schools	$ 195,000	0.000%
1	5	English Learner Support: Dual Immersion	Yes	Schoolwide	English Learners	Grimes, Birney, Grand Terrace, Zimmerman Elementaries, JBMS	$ 5,089,455	0.000%
1	6	English Learner Support: Multilingual Instructional Support	Yes	Limited	English Learners	All Schools	$ 1,255,012	0.000%
1	7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway Support	Yes	LEA-wide	All	High Schools	$ 162,000	0.000%
1	8	CTE/LL: Work-Based Learning	Yes	Schoolwide	All	High Schools	$ 2,788,771	0.000%
1	9	CTE/LL: Professional Development	Yes	Schoolwide	All	High Schools	$ 30,000	0.000%
1	10	CTE/LL: ROP Program	Yes	Schoolwide	All	High Schools	$ 3,403,000	0.000%

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	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	Yes	Schoolwide	English Learners and Low-Income	Middle & Comprehensive High Schools, Jurupa Vista Elementary	$ 2,678,756	0.000%
1	12	AP Testing Support	Yes	Schoolwide	English Learners and Low-Income	High Schools	$ 15,000	0.000%
1	13	VAPA: VAPA Teachers	Yes	LEA-wide	All	All Schools	$ 3,562,883	0.000%
1	14	VAPA: Site Support	Yes	LEA-wide	Low-Income	All Schools	$ 642,500	0.000%
1	15	VAPA: NJROTC Support	Yes	Schoolwide	Low-Income	Bloomington High & Colton High	$ 10,000	0.000%
1	16	Student Field Trips	Yes	LEA-wide	All	All Schools	$ 270,000	0.000%
1	17	Athletics: Middle School and Aletnative Ed Intramural Athletics	Yes	Schoolwide	Low-Income	CMS, JBMS,RHMS, THMS, SMHS, WHS	$ 130,000	0.000%
1	18	Secondary Elective Textbooks	Yes	Schoolwide	All	Middle & High Schools	$ 200,000	0.000%
2	1	English Language Arts (ELA) Support	Yes	Schoolwide	All	Middle & High Schools	$ 595,201	0.000%
2	2	Mathematics (Math) Support	Yes	Schoolwide	All	Middle & High Schools	$ 1,332,777	0.000%
2	3	Summer School	Yes	Schoolwide	All	Middle & High Schools	$ 1,100,000	0.000%
2	4	Elementary Instructional Support	Yes	Schoolwide	All	All Elementary Schools	$ 3,515,511	0.000%
2	5	DIBELS Amplify Online	Yes	Schoolwide	All	All Elementary Schools	$ 131,241	0.000%
2	6	MS MESA	Yes	Schoolwide	All	All Middle Schools	$ 562,087	0.000%
2	7	Site/Department Support	Yes	LEA-wide	All	All Schools	$ 5,571,409	0.000%
2	8	NGSS/Math Materials	Yes	Schoolwide	All	Middle & High Schools	$ 200,000	0.000%
2	9	Library Support	Yes	LEA-wide	English Learner & Low-Income	All Schools	$ 3,031,168	0.000%
2	10	Library: K-12 Library Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 450,000	0.000%
2	14	Student Technology	Yes	LEA-wide	Low-Income	All Schools	$ 3,457,082	0.000%
2	15	Technology Support Staff	Yes	LEA-wide	All	All Schools	$ 1,798,274	0.000%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	16	Teacher Collaboration Days	Yes	Limited	English Learners	All Schools	$ 2,665,481	0.000%
2	17	Teacher Induction	Yes	LEA-wide	All	All Schools	$ 132,125	0.000%
2	18	Classroom Insturctional Support	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 2,458,361	0.000%
2	19	Alludo License	Yes	LEA-wide	All	All Schools	$ 61,500	0.000%
2	20	Elementary Illuminate	Yes	Schoolwide	All	All Elementary Schools	$ 176,487	0.000%
2	21	Science Fair Support	Yes	LEA-wide	All	All Schools	$ 50,000	0.000%
2	22	PSAT Testing for 8th Grade	Yes	Schoolwide	English Learners and Low-Income	Middle Schools	$ 25,000	0.000%
2	23	Gifted and Talented Eduction (GATE): Site and Teacher Support	Yes	Schoolwide	English Learners and Low-Income	Elementary & Middle Schools	$ 141,723	0.000%
2	24	Teacher Retention	Yes	LEA-wide	All	All Schools	$ 2,506,213	0.000%
2	25	Equity & Achievement Support	Yes	LEA-wide	All	All Schools	$ 493,354	0.000%
3	1	PBIS: Student Support	Yes	LEA-wide	All	All Schools	$ 1,277,304	0.000%
3	2	PBIS: Intervention Support	Yes	LEA-wide	All	All Schools	$ 7,738,291	0.000%
3	3	PBIS: Foster & Low Income Support Services	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 100,000	0.000%
3	4	PBIS Aides	Yes	Schoolwide	All	Elementary & Middle Schools	$ 1,457,513	0.000%
3	5	Physical & Mental Health: Mental Health Students Support	Yes	LEA-wide	All	All Schools	$ 799,729	0.000%
3	6	Physical & Mental Health: Site Support	Yes	LEA-wide	All	All Schools	$ 2,874,540	0.000%
3	7	Physical & Mental Health: Activity Center	Yes	Schoolwide	All	Elementary Schools	$ 500,000	0.000%
3	8	Physical & Mental Health: Comprehensive School Counseling	Yes	LEA-wide	All	All Schools	$ 4,033,232	0.000%
3	9	Home-to-School Transportation	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 10,300,066	0.000%
4	1	Family & Community Engagement Workshops/Meeting	Yes	LEA-wide	All	All Schools	$ 27,500	0.000%

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 (%)
4	2	Multilingual Family & Community Communication	Yes	Limited	English Learners	All Schools	$ 111,338	0.000%
4	3	Family & Community Resources	Yes	Limited	All	All Schools	$ 326,060	0.000%
4	4	Family & Community Engagement: Communications	Yes	LEA-wide	All	All Schools	$ 154,118	0.000%
4	5	Family & Community Engagement: Multilingual Services	Yes	Limited	English Learners	All Schools	$ 408,482	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$99,717,856.00	$96,618,536.00

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	English Learner Support: Language Assessment Center	Yes	$363,907	$308,641
1	2	English Learner Support: Language Support Services	Yes	$941,577	$878,480
1	3	English Learner Support: English Learner Site Support	Yes	$878,211	$827,422
1	4	English Learner Support: Instruction and Technology	Yes	$195,000	$165,637
1	5	English Learner Support: Dual Immersion	Yes	$120,000	$113,045
1	6	English Learner Support: I-Station License	Yes	$25,000	$24,761
1	7	English Learner Support: Dual Immersion Teachers	Yes	$5,266,690	$4,337,371
1	8	Special Education: Middle school support	No	$277,000	$ -
1	9	Special Education: Instructional Assistant support	No	$8,214,074	$8,106,391
1	10	Special Education: Instructional materials support	No	$50,000	$44,473
1	11	Student Technology: 1 to 1 student devices	Yes	$5,457,082	$5,236,277
1	12	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support	Yes	$733,506	$683,234
1	13	CTE/LL: Work-based learning	Yes	$545,697	$610,962
1	14	CTE/LL: Pathway Promotion	Yes	$30,000	$24,034
1	15	CTE/LL: Professional Development	Yes	$30,000	$10,611
1	16	CTE/LL: Curriculum Program Specialist	Yes	$156,919	$167,011
1	17	Career Technical Education: ROP Program	Yes	$5,633,461	$5,973,835
1	18	Advancement Via Individual Determination (AVID): Site Support	Yes	$810,212	$488,688
1	19	AVID: PSAT Testing for 8th grade	Yes	$55,000	$55,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	20	AVID: AVID Teachers	Yes	$2,057,314	$2,180,753
1	21	Gifted and Talented Education (GATE): Teacher Stipends	Yes	$48,638	$76,000
1	22	GATE: Teacher Conferences	Yes	$7,000	$ -
1	23	GATE: Elementary Site GATE Funds	Yes	$46,085	$500
1	24	GATE: Middle School Site GATE funds	Yes	$40,000	$66,487
1	25	GATE: AP Testing Support	Yes	$130,000	$115,000
1	26	Library: Middle School Librarians (4)	Yes	$645,041	$636,864
1	27	Library: Library Media Technicians	Yes	$1,938,636	$2,199,081
1	28	Library: K-12 Library Support	Yes	$350,000	$355,296
1	29	Library: Books in English & Spanish	Yes	$300,000	$239,841
1	30	Visual and Performing Arts (VAPA): Elementary VAPA Funds	Yes	$300,000	$97,332
1	31	VAPA: Elementary Expanded Learning Teachers (12)	Yes	$1,516,417	$1,588,751
1	32	VAPA: High School and Middle School VAPA Support	Yes	$430,000	$211,033
1	33	English Learner Support: Bilingual Instructional Assistants	Yes	$430,000	$452,419
1	34	VAPA: Band and Music Teachers	Yes	$742,197	$785,239
1	35	VAPA: Site Band Support	Yes	$236,000	$173,947
1	36	VAPA: NJROTC Support	Yes	$10,000	$5,942
1	37	Student Field Trips	Yes	$270,000	$205,999
1	38	Athletics: Middle School and Alternative Ed Intramural Athletics	Yes	$130,000	$74,437
1	39	Athletics: High School Athletics Programs (No longer funded using LCAP in 22-23.)	No	$ -	$ -
1	40	Athletics: Additional Support (One-time funded in 2021-22, not in 2022-23 LCAP)	No	$400,000	$496,369
1	41	Athletics: Athletic Directors (No longer funded using LCAP in 22-23.)	No	$ -	$ -
1	42	District Design Plan implementation	Yes	$300,000	$240,808

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	1	English Language Arts (ELA): MS ELA Support Teachers	Yes	$541,165	$603,041
2	2	ELA: HS ELA Support Teachers	Yes	$237,312	$317,414
2	3	ELA: HS ELA TOAs	Yes	$449,414	$499,946
2	4	English Language Arts (ELA) Curriculum Program Specialist (no longer in LCAP in 22-23)	No	$ -	$ -
2	5	Mathematics (Math): MS Math Support Teachers	Yes	$353,265	$391,173
2	6	Math: HS Math Support Teachers	Yes	$428,452	$479,980
2	7	Math: HS Math TOAs	Yes	$485,484	$392,589
2	8	Summer School (SS): Instructional Materials	Yes	$25,000	$ -
2	9	Summer School (SS): Salaries and Benefits	Yes	$1,075,000	$867,210
2	10	Elementary TOAs: One per site (18)	Yes	$2,914,467	$3,191,573
2	11	Elementary TOAs: training, supplies and equipment	Yes	$414,984	$241,695
2	12	Literacy: DIBELS Amplify Online	Yes	$206,241	$126,742
2	13	MS MESA: MESA Teachers (4)	Yes	$523,442	$544,139
2	14	MS MESA: Instructional materials	Yes	$30,000	$28,824
2	15	Technology: Curriculum Program Specialists (4)	Yes	$746,853	$734,594
2	16	Technology: Technology Support Staff	Yes	$2,998,849	$2,578,469
2	17	Teacher Collaboration: Teacher Prep Days (2)	No	$2,677,487	$ -
2	18	Teacher Collaboration: Teacher Collaboration Day	Yes	$868,839	$176,714
2	19	Instructional Assistants	Yes	$1,910,080	$1,826,103
2	20	Professional Learning (PL): Online Professional Learning Stipend	Yes	$50,000	$15,731
2	21	PL: Alludo License	Yes	$23,000	$27,372
2	22	PL: LETRS Training (one-time funded in 21-22 not in LCAP for 22-23)	No	$ -	$ -
2	23	PL: Elementary Science & Social Studies (one-time funded in 21-22 not in LCAP for 22-23)	No	$ -	$ -

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	24	PL: Support for Professional Learning without substitutes. (one-time funded in 21-22 not in LCAP for 22-23)	No	$ -	$ -
2	25	PL: Cultural Proficiency and Equity Professional Learning (one-time funded in 21-22 not in LCAP for 22-23)	No	$ -	$ -
2	26	Elementary Illuminate License	Yes	$174,000	$170,452
2	27	Science Fair: Science Fair Support	Yes	$50,000	$30,367
2	28	Science Fair: Z Fairs (one-time funded in 21-22 not in LCAP for 22-23)	No	$ -	$ -
2	29	Teacher Retention (Added for 2023-24)	Yes	$4,567,500	$10,913,718
3	1	Positive Behavior Interventions & Support (PBIS): Clinical Therapist	Yes	$495,455	$564,562
3	2	PBIS: Student Support	Yes	$486,790	$392,441
3	3	PBIS: Assistant Principals/Elementary Specialists (Revised May 2023)	Yes	$3,196,153	$3,287,968
3	4	PBIS: Assistant Principals/High School Specialists (Revised May 2023)	Yes	$1,917,760	$1,743,068
3	5	PBIS: SART & SARB Misc. Services	No	$1,000	$1,000
3	6	PBIS: Foster & Low Income Support Services	Yes	$100,000	$32,512
3	7	PBIS: Extra-Duty (No longer funded using LCAP in 22-23.)	No	$ -	$ -
3	8	Student Safety: Crossing Guards (No longer funded using LCAP in 23-24.)	No	$ -	$ -
3	9	Student Safety: School Resource Officers (No longer funded using LCAP in 23-24.)	No	$ -	$ -
3	10	Student Safety: Probation Officer-offset by County (No longer funded using LCAP in 23-24.)	No	$ -	$ -
3	11	Student Safety: Safety Supplies (No longer funded using LCAP in 22-23)	No	$ -	$ -
3	12	Student Safety: Safety Executive Task Force (No longer funded using LCAP in 22-23)	No	$ -	$ -
3	13	Physical & Mental Health: Nurses (13)	Yes	$1,671,886	$1,772,199
3	14	Physical & Mental Health: Health Assistants (25)	Yes	$1,364,844	$1,434,415
3	15	Physical & Mental Health: Behavioral & Mental Health Director (1: Revisded May 2023)	Yes	$232,181	$242,282
3	16	Physical & Mental Health: Comprehensive School Counseling	Yes	$6,747,403	$7,152,247
3	17	Physical & Mental Health: Speech Therapist Stipends (No longer funded using LCAP in 23-24.)	No	$ -	$ -

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)
3	18	Physical & Mental Health: Psychologist Stipends (19)	Yes	$344,997	$348,574
3	19	Physical & Mental Health: Activity Centers	Yes	$1,000,000	$646,407
3	20	Physical & Mental Health: Counselor Training (No longer an action in 22-23)	No	$ -	$ -
3	21	PBIS: Duty Aides (New action for 2023-24)	Yes	$1,301,655	$1,337,844
4	1	Parent Engagement (PE): Parent Workshops	Yes	$217,176	$205,394
4	2	PE: Communications Specialist (1)	Yes	$139,196	$151,031
4	3	PE: Community Liaisons: Student Services (3)	Yes	$264,254	$281,582
4	4	PE: Translator/Interpreter	Yes	$363,793	$346,308
4	5	PE: English Learner Parent Support: Bilingual Stipends	Yes	$111,338	$126,387
5	1	Site/Department Support	Yes	$5,850,249	$4,183,696
5	2	Certificated $250: Instructional Materials	Yes	$450,000	$257,863
5	3	Teacher Induction	Yes	$282,125	$215,410
5	4	New Employee Onboarding	No	$10,000	$ -
5	5	Classified Staff Development	No	$10,000	$ -
5	6	Custodians (No longer funded using LCAP in 23-24.)	No	$ -	$ -
5	7	Secondary Elective Textbooks	Yes	$400,000	$118,506
5	8	Additional Secondary Elective Textbooks (No longer funded using LCAP in 22-23)	No	$ -	$ -
5	9	NGSS/Math Materials TK-12	Yes	$300,000	$132,924
5	10	M&O Staff and Materials (No longer funded using LCAP in 23-24.)	No	$ -	$ -
5	11	Asset Manager & Materials (No longer funded using LCAP in 23-24.)	No	$ -	$ -
5	12	Home-to-School Transportation	Yes	$9,947,992	$9,228,099
5	13	Playground Equipment (No longer funded using LCAP in 22-23)	No	$ -	$ -
5	14	Substitute Costs (No longer funded using LCAP in 22-23.)	No	$ -	$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$74,457,793	$86,242,065	$86,134,073	$107,992	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	English Learner Support: Language Assessment Center	Yes	$363,907	$308,641	0.00%	0.00%
1	2	English Learner Support: Language Support Services	Yes	$550,593	$487,496	0.00%	0.00%
1	3	English Learner Support: English Learner Site Support	Yes	$878,211	$827,422	0.00%	0.00%
1	4	English Learner Support: Instruction and Technology	Yes	$195,000	$165,637	0.00%	0.00%
1	5	English Learner Support: Dual Immersion	Yes	$120,000	$113,045	0.00%	0.00%
1	6	English Learner Support: I-Station License	Yes	$25,000	$24,761	0.00%	0.00%
1	7	English Learner Support: Dual Immersion Teachers	Yes	$5,266,690	$4,337,371	0.00%	0.00%
1	11	Student Technology: 1 to 1 student devices	Yes	$5,457,082	$5,236,277	0.00%	0.00%
1	12	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support	Yes	$162,000	$111,728	0.00%	0.00%
1	13	CTE/LL: Work-based learning	Yes	$462,130	$527,395	0.00%	0.00%
1	14	CTE/LL: Pathway Promotion	Yes	$30,000	$24,034	0.00%	0.00%
1	15	CTE/LL: Professional Development	Yes	$30,000	$10,611	0.00%	0.00%
1	16	CTE/LL: Curriculum Program Specialist	Yes	$156,919	$167,011	0.00%	0.00%
1	17	Career Technical Education: ROP Program	Yes	$5,633,461	$5,973,835	0.00%	0.00%
1	18	Advancement Via Individual Determination (AVID): Site Support	Yes	$810,212	$488,688	0.00%	0.00%
1	19	AVID: PSAT Testing for 8th grade	Yes	$25,000	$25,000	0.00%	0.00%
1	20	AVID: AVID Teachers	Yes	$2,057,314	$2,180,753	0.00%	0.00%
1	21	Gifted and Talented Education (GATE): Teacher Stipends	Yes	$48,638	$76,000	0.00%	0.00%
1	22	GATE: Teacher Conferences	Yes	$7,000	$0	0.00%	0.00%
1	23	GATE: Elementary Site GATE Funds	Yes	$46,085	$500	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	24	GATE: Middle School Site GATE funds	Yes	$40,000	$66,487	0.00%	0.00%
1	25	GATE: AP Testing Support	Yes	$15,000	$0	0.00%	
1	26	Library: Middle School Librarians (4)	Yes	$645,041	$636,864	0.00%	0.00%
1	27	Library: Library Media Technicians	Yes	$1,938,636	$2,199,081	0.00%	0.00%
1	28	Library: K-12 Library Support	Yes	$350,000	$355,296	0.00%	0.00%
1	29	Library: Books in English & Spanish	Yes	$300,000	$239,841	0.00%	0.00%
1	30	Visual and Performing Arts (VAPA): Elementary VAPA Funds	Yes	$300,000	$97,332	0.00%	0.00%
1	31	VAPA: Elementary Expanded Learning Teachers (12)	Yes	$1,516,417	$1,588,751	0.00%	0.00%
1	32	VAPA: High School and Middle School VAPA Support	Yes	$442,500	$211,033	0.00%	0.00%
1	33	English Learner Support: Bilingual Instructional Assistants	Yes	$1,067,611	$452,419	0.00%	0.00%
1	34	VAPA: Band and Music Teachers	Yes	$742,197	$785,239	0.00%	0.00%
1	35	VAPA: Site Band Support	Yes	$236,000	$173,947	0.00%	0.00%
1	36	VAPA: NJROTC Support	Yes	$10,000	$5,942	0.00%	0.00%
1	37	Student Field Trips	Yes	$270,000	$205,999	0.00%	0.00%
1	38	Athletics: Middle School and Alternative Ed Intramural Athletics	Yes	$130,000	$74,437	0.00%	0.00%
1	42	District Design Plan implementation	Yes	$300,000	$240,808	0.00%	0.00%
2	1	English Language Arts (ELA): MS ELA Support Teachers	Yes	$541,165	$603,041	0.00%	0.00%
2	2	ELA: HS ELA Support Teachers	Yes	$237,312	$317,414	0.00%	0.00%
2	3	ELA: HS ELA TOAs	Yes	$449,414	$499,946	0.00%	0.00%
2	5	Mathematics (Math): MS Math Support Teachers	Yes	$353,265	$391,173	0.00%	0.00%
2	6	Math: HS Math Support Teachers	Yes	$428,452	$479,980	0.00%	0.00%
2	7	Math: HS Math TOAs	Yes	$485,484	$392,589	0.00%	0.00%
2	8	Summer School (SS): Instructional Materials	Yes	$25,000	$0	0.00%	
2	9	Summer School (SS): Salaries and Benefits	Yes	$1,075,000	$867,210	0.00%	0.00%
2	10	Elementary TOAs: One per site (18)	Yes	$2,914,467	$3,191,573	0.00%	0.00%
2	11	Elementary TOAs: training, supplies and equipment	Yes	$414,984	$241,695	0.00%	0.00%
2	12	Literacy: DIBELS Amplify Online	Yes	$206,241	$126,742	0.00%	0.00%
2	13	MS MESA: MESA Teachers (4)	Yes	$523,442	$544,139	0.00%	0.00%
2	14	MS MESA: Instructional materials	Yes	$30,000	$28,824	0.00%	0.00%
2	15	Technology: Curriculum Program Specialists (4)	Yes	$746,853	$734,594	0.00%	0.00%
2	16	Technology: Technology Support Staff	Yes	$2,998,849	$2,578,469	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	18	Teacher Collaboration: Teacher Collaboration Day	Yes	$868,839	$176,714	0.00%	0.00%
2	19	Instructional Assistants	Yes	$1,910,080	$1,826,103	0.00%	0.00%
2	20	Professional Learning (PL): Online Professional Learning Stipend	Yes	$50,000	$15,731	0.00%	0.00%
2	21	PL: Alludo License	Yes	$11,500	$15,872	0.00%	0.00%
2	26	Elementary Illuminate License	Yes	$174,000	$170,452	0.00%	0.00%
2	27	Science Fair: Science Fair Support	Yes	$50,000	$30,367	0.00%	0.00%
2	29	Teacher Retention (Added for 2023-24)	Yes	$4,567,500	$10,913,718	0.00%	
3	1	Positive Behavior Interventions & Support (PBIS): Clinical Therapist	Yes	$386,502	$455,609	0.00%	0.00%
3	2	PBIS: Student Support	Yes	$486,790	$392,441	0.00%	0.00%
3	3	PBIS: Assistant Principals/Elementary Specialists (Revised May 2023)	Yes	$3,196,153	$3,287,968	0.00%	0.00%
3	4	PBIS: Assistant Principals/High School Specialists (Revised May 2023)	Yes	$1,917,760	$1,743,068	0.00%	0.00%
3	6	PBIS: Foster & Low Income Support Services	Yes	$100,000	$32,512	0.00%	0.00%
3	13	Physical & Mental Health: Nurses (13)	Yes	$1,486,842	$1,587,155	0.00%	
3	14	Physical & Mental Health: Health Assistants (25)	Yes	$1,364,844	$1,434,415	0.00%	0.00%
3	15	Physical & Mental Health: Behavioral & Mental Health Director (1: Revisded May 2023)	Yes	$232,181	$242,282	0.00%	0.00%
3	16	Physical & Mental Health: Comprehensive School Counseling	Yes	$6,747,403	$7,152,247	0.00%	0.00%
3	18	Physical & Mental Health: Psychologist Stipends (19)	Yes	$344,997	$348,574	0.00%	0.00%
3	19	Physical & Mental Health: Activity Centers	Yes	$1,000,000	$646,407	0.00%	0.00%
3	21	PBIS: Duty Aides (New action for 2023-24)	Yes	$1,301,655	$1,337,844	0.00%	
4	1	Parent Engagement (PE): Parent Workshops	Yes	$27,500	$15,718	0.00%	0.00%
4	2	PE: Communications Specialist (1)	Yes	$139,196	$151,031	0.00%	0.00%
4	3	PE: Community Liaisons: Student Services (3)	Yes	$264,254	$281,582	0.00%	0.00%
4	4	PE: Translator/Interpreter	Yes	$363,793	$346,308	0.00%	0.00%
4	5	PE: English Learner Parent Support: Bilingual Stipends	Yes	$111,338	$126,387	0.00%	0.00%
5	1	Site/Department Support	Yes	$5,850,249	$4,183,696	0.00%	0.00%
5	2	Certificated $250: Instructional Materials	Yes	$450,000	$257,863	0.00%	0.00%
5	3	Teacher Induction	Yes	$132,125	$65,410	0.00%	0.00%
5	7	Secondary Elective Textbooks	Yes	$400,000	$118,506	0.00%	0.00%
5	9	NGSS/Math Materials TK-12	Yes	$300,000	$132,924	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	12	Home-to-School Transportation	Yes	$9,947,992	$9,228,099	0.00%	0.00%

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)
$211,014,782	$74,457,793	0.00%	35.29%	$86,134,073	0.00%	40.08%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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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]).

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

  - **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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

  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.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

  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

Local Control and Accountability Plan Instructions

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**

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023