

LCFF Budget Overview for Parents

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

CDS Code: 1964394000000

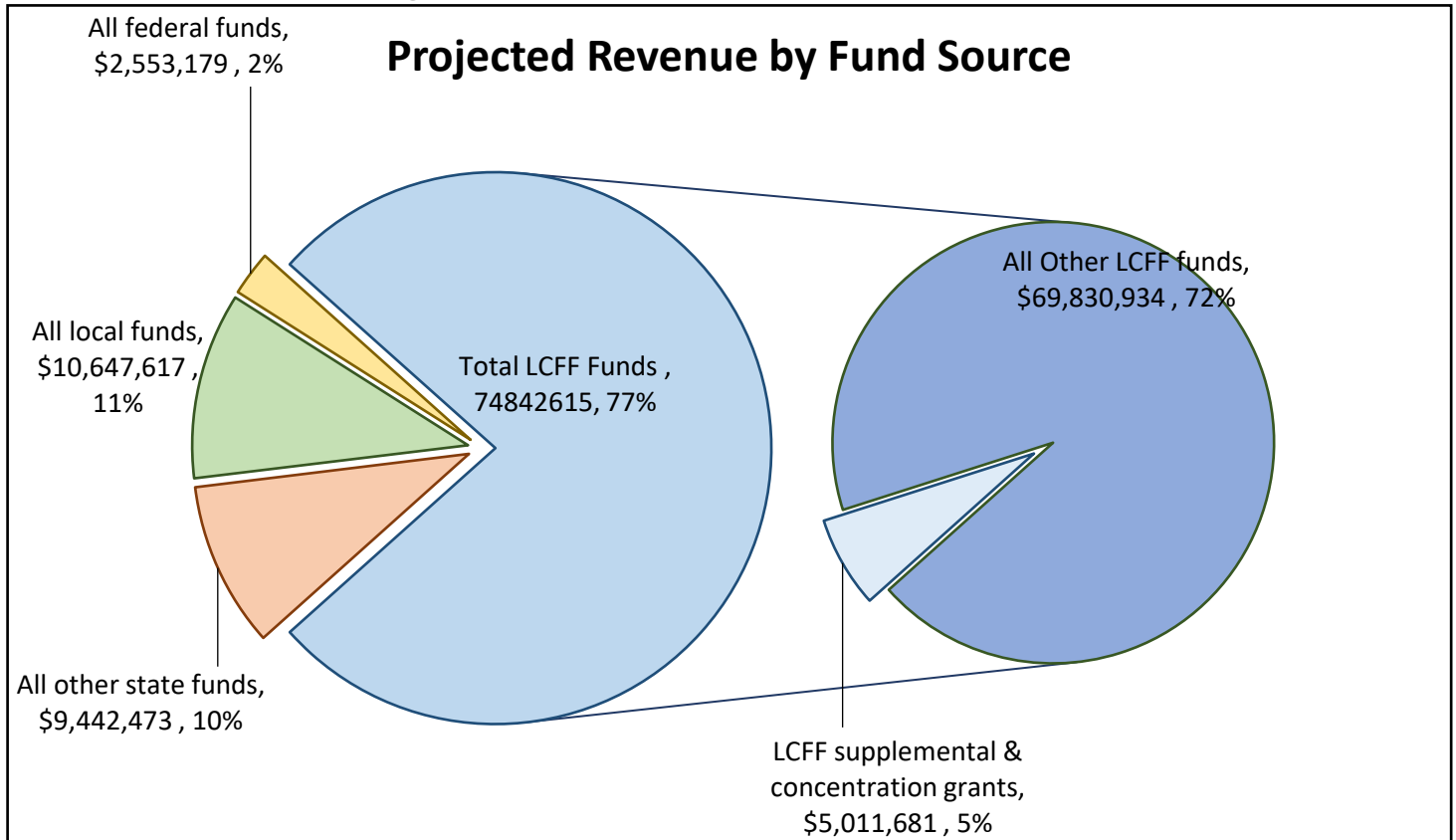
School Year: 2024-25

LEA contact information: Julie Olesniewicz, Ed.D. 909-398-0609, jolesniewicz@cusd.claremont.edu

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

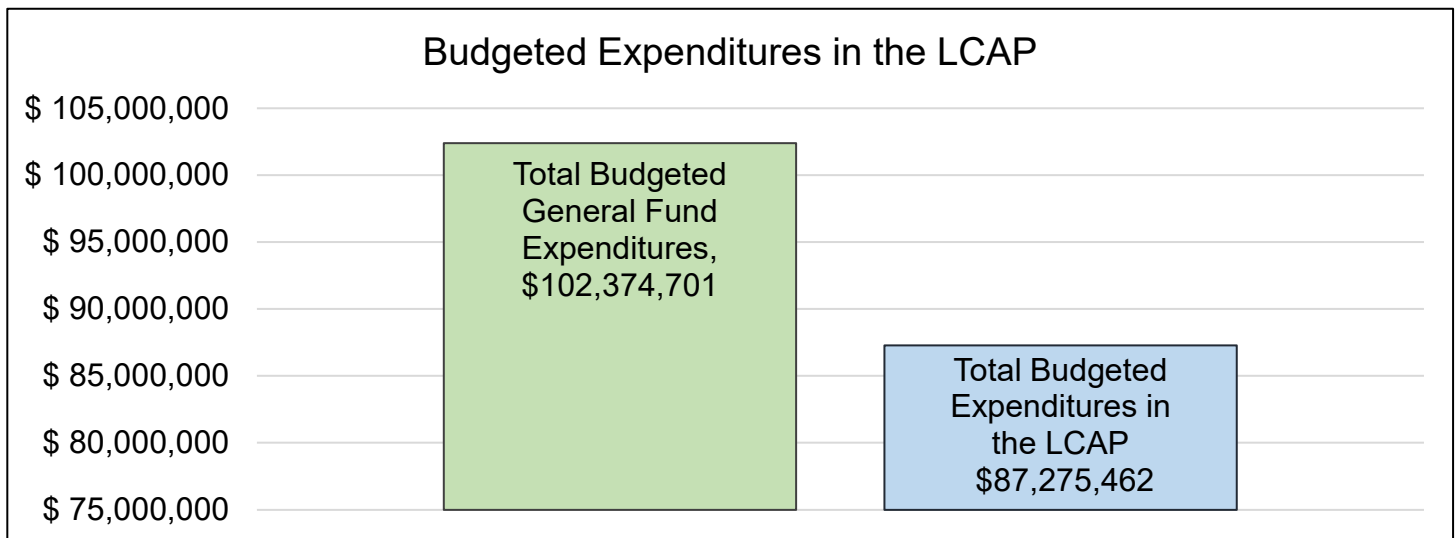


This chart shows the total general purpose revenue Claremont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Claremont Unified School District is \$97,485,884.00, of which \$74,842,615.00 is Local Control Funding Formula (LCFF), \$9,442,473.00 is other state funds, \$10,647,617.00 is local funds, and \$2,553,179.00 is federal funds. Of the \$74,842,615.00 in LCFF Funds, \$5,011,681.00 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.



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

The text description of the above chart is as follows: Claremont Unified School District plans to spend \$102,374,701.00 for the 2024-25 school year. Of that amount, \$87,275,462.00 is tied to actions/services in the LCAP and \$15,099,239.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

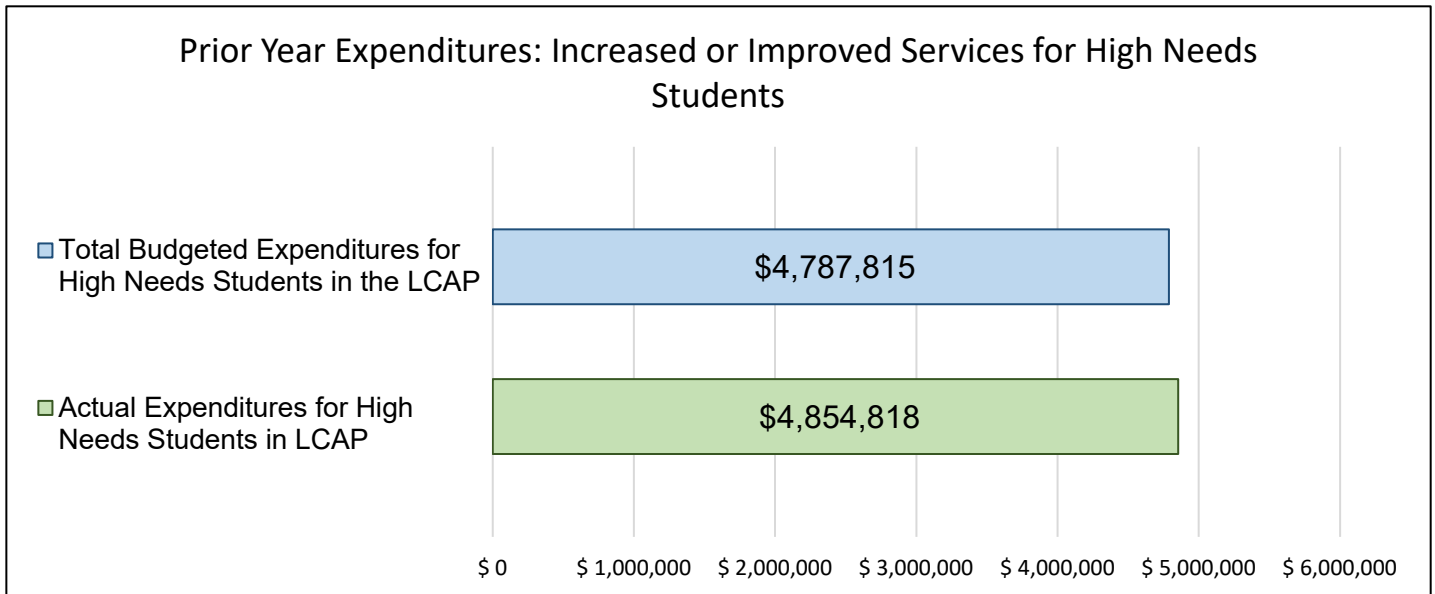
The budgeted expenditures not included in the LCAP for the 2024-2025 school year include district/site personnel such as special education paraprofessionals, support staff, custodians, media assistants, and maintenance personnel, as well as the overhead of facilities, utilities and legal expenditures. In addition, not all of the Title I, Title II, Title III, and Title IV funds or the federal and state COVID Relief funds are included in the LCAP.

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

In 2024-25, Claremont Unified School District is projecting it will receive \$5,011,681.00 based on the enrollment of foster youth, English learner, and low-income students. Claremont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Claremont Unified School District plans to spend \$5,011,681.00 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



This chart compares what Claremont 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 Claremont 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, Claremont Unified School District's LCAP budgeted \$4,787,815.00 for planned actions to increase or improve services for high needs students. Claremont Unified School District actually spent \$4,854,818.00 for actions to increase or improve services for high needs students in 2023-24.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Claremont Unified	Julie Olesniewicz, Ed.D. Assistant Superintendent, Educational Services	jolesniewicz@cusd.claremont.edu 909-398-0609 ext. 70201

Goals and Actions

Goal

Goal #	Description
1	All CUSD students will receive instruction and have access to standards aligned materials and technology for effective implementation of the California State Standards from highly trained staff in school facilities that support student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Commission on Teacher Credentialing Audit; Williams Act Report; CALPADS; Internal Reports	Based on the 2020-2021 data, 100% of certificated and classified staff were appropriate credentialed. There was one (0.35%) credential staff misassignment and no classified staff misassignments.	For 2021-22, 100% of certificated and classified staff were appropriate credentialed. There was one (0.35%) credential staff misassignment and no classified staff misassignments.	For 2022-23, 100% of certificated and classified staff were appropriate credentialed.	For 2023-24, 100% of certificated and classified staff were appropriately credentialed.	By the end of the 2023-2024 school year, 100% of certificated and classified staff will be appropriately assigned and credentialed according to state requirement
CALPADS; Helios; LACOE Human Resource System; and Internal Reports.	Based on the 2020-2021 school year, the ethnic breakdown of certificated staff is White 68%,	Based on the 2021-2022 school year, the ethnic breakdown of certificated staff remained the same.	Based on the 2022-2023 school year, the ethnic breakdown of certificated staff is White 61%,	For 2023-2024, the ethnic breakdown of certificated staff is 1% American Indian/Alaskan Native, 6%	By the end of the 2023-2024 school year, the demographics, by percentage, of certificated

	Hispanic or Latino 21%, African American 3%, Asian 2%, and Other/Declined to State 6%. The current ethnic breakdown of students is White 31% , Hispanic or Latino 44%, African American 4%, Asian 10%, and Other/Declined to State 11%.	The current ethnic breakdown of students is White 30% , Hispanic or Latino 45%, African American 4%, Asian 11%, and Other/Declined to State 10%.	Hispanic or Latino 24%, African American 3%, Asian 5%, and Other/Declined to State 7%. The current ethnic breakdown of students is White 28.4% , Hispanic or Latino 45%, African American 4.4%, Asian 11%, Filipino 1.8, and Other/Declined to State 9.4%.	Asian, 2% Black/African American, 4% Decline to State, 25% Hispanic, 2% Filipino, 4% Native Hawaiian/Other Pacific Islander, and 56% White. The current ethnic breakdown of students is 27% White, 46% Hispanic or Latino, 5% African American, 11% Asian, and 11% Other/Declined to State.	staff, who are appropriately assigned and credentialed according to state requirement, will increase by 10% for Hispanic or Latino, 2% for African American, and 5% for Asian, in order to more closely reflect that of the student population that they serve.
Facilities Inspection Tool (FIT).	There are seven schools rated as "exemplary" according to the Fall 2020 Facilities Inspection Tool (FIT).	Based on the Fall 2021 FIT reports, we have five schools rated "exemplary" and six rated "good."	Based on the Fall 2022 FIT reports, we have six schools rated "exemplary" and five rated "good."	Based upon the fall 2023 FIT reports, we have 10 schools rated "exemplary" and one rated "good."	By the end of the 2023-2024 school year, all schools will be rated as "exemplary" as measured by the Fall 2023 Facilities Inspection Tool (FIT).
Curriculum List; Internal Reports and Records; Williams Act Report.	Based on the 2020-2021 curriculum list, all students have updated units of study in ELA and Math for K-12, Science (9-12), and Social Science (7-12).	The Fall 2021 Williams' Textbook Sufficiency Report shows that 100% of our students have access to Standards-Aligned Instructional Materials and have updated units of study in ELA and Math for K-12, Science (9-12), and Social Science (7-12).	The Fall 2022 Williams' Textbook Sufficiency Report shows that 100% of our students have access to Standards-Aligned Instructional Materials and have updated units of study in ELA and Math for K-12, Science (9-12), and Social Science (7-12).	The fall 2023 William's Textbook Sufficiency Report shows that 100% of our students have access to standards aligned instructional materials and have updated units of study in ELA, Math, Science, and Social Science.	By the end of the 2023-2024 school year, all K-12 students will have updated units of study in ELA, Math, Science, and Social Science in K-12.
LCAP Staff Survey	Based on the January 2021 LCAP Staff Survey, 73% of certificated and classified staff rate themselves as very comfortable/comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that	Based on the January/February 2022 LCAP Staff Survey, 75% of certificated and classified staff rate themselves as very comfortable/ comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World	Based on the February 2023 LCAP Staff Survey, 80% of certificated and classified staff rate themselves as very comfortable/ comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible	Based upon the January/February 2024 LCAP Staff Survey, 84% of certificated and classified staff rate themselves as very comfortable/comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?"	By the end of the 2023-3024 school year, 90% of certificated and classified staff will rate themselves as very comfortable/comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?".

	you are responsible for teaching?".	Language, VAPA) that you are responsible for teaching?"	for teaching?" After removing responders that marked "not applicable," the percentage rose to 98%.	After removing responders that marked "not applicable," the percentage rose to 99%.	
LCAP Parent and Community Survey.	Based on the January 2021 LCAP Parent and Community Survey, 73% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards.".	Based on the January/February 2022 LCAP Parent and Community Survey, 72% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based on the February 2023 LCAP Parent and Community Survey, 78% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based upon the January/February 2024 LCAP Parent and Community Survey, 70% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards."	By the end of the 2023-2024 school year, the percentage of parents who respond that they either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards." will increase to 85%.
LCAP Staff Survey	Based on the January 2021 LCAP Staff Survey, 71% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Based on the January/February 2022 LCAP Staff Survey, 79% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Based on the February 2023 LCAP Staff Survey, 77% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching." After removing responders that marked "not applicable," the percentage rose to 85%.	Based upon the January/February 2024 LCAP Staff Survey, 91% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	By the end of the 2023-2024 school year, the percent of certificated staff who strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching." will increase to 85%.
LCAP Staff Survey	Based on the January 2021 LCAP Staff Survey, 82% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA,	Based on the January/February 2022 LCAP Staff Survey, 85% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards	Based on the February 2023 LCAP Staff Survey, 88% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science,	Based upon the January/February 2024 LCAP Staff Survey, 95% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science,	By the end of the 2023-2024 school year, 90% of certificated staff with either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,

History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	(ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching." After removing responders that marked "not applicable," the percentage rose to 95%.	Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	PE/Health, World Language, VAPA) that I am responsible for teaching."
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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.

Many of these actions ensured success of this goal. Claremont has very high standards when it comes to hiring, and this ensures that we offer the very best to our students. Our TOSAs provided excellent coaching and support to both our certificated and classified staff, as well as professional development and direct instruction that was much needed this school year. In addition, the Arts TOSA took on the integration of SEL in our classrooms throughout the school year by providing all staff PD, resources, and expertise. She helped implement the RULER program at an additional site. In contrast to previous years, the sub shortage did not have a large impact this year and TOSAs were able to provide professional development during the school day. In addition, they found that many teachers enjoyed the after school PD last year, so that continued as a practice this year. With COVID funds that were still available, we were able to purchase a wealth of supplemental instructional resources to ensure that students had what they needed to succeed. The pandemic still created many difficulties in maximizing the implementation of these actions. For instance, staffing has continued to be problematic throughout the year (Year 3, Action 1.1). Several positions went unfilled as the applicant pool was shallow, especially with classified positions as well as special education positions, and even a principal position. We were able to hold teacher collaboration days and articulation days (Year 3, Action 1.11 and 1.21) this year as we had to cancel in previous years due to sub shortage. Finally, CUSD took on a larger implementation of Early Literacy trainings and the purchase of intervention materials than originally planned (Year 3, Action 1.20). However, CUSD is very excited about this implementation and for the students that are benefiting from this intervention.

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.

A salary increase was approved after the LCAP was submitted last year; therefore salaries are off throughout the LCAP, and in some cases, salaries went down due to retirements and the hiring of new employees (Year 3, Actions 1.1, 1.3, 1.9, 1.10, 1.29, 1.30, 1.31). In addition, we hired several new teachers to teach the independent study program. Some actions ended up having little or no cost as we utilized internal resources and conducted some of the PD during teachers work time (coaching in the classroom, during PLCs or staff meetings, etc.). With the educator effectiveness grant funds and needs of the district, there was a substantial increase in professional development on the California Standards and in Structured Literacy (Year 3, Action 1.14, 1.20) and all articulation meetings were held throughout the year (Year 3, Action 1.21). In addition, there was not a need to expend budgeted amounts on the purchase of standards-aligned instructional materials and supplemental materials (Year 3, Action 1.23, 1.24).

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

Of the 31 actions listed for Goal 1 in the three-year LCAP, a large majority were effective and some were not as effective as planned.

The following actions were deemed effective as analysis of the corresponding data saw improvements in either test scores, performance levels or percentages on the CA Dashboard , or responses to survey data.

The HR department ensures that all teachers are appropriately assigned and credentialed. New teachers are supported through the Foothill Consortium and CUSD, and have many opportunities to participate in professional development to ensure their success (Year 3, Action 1.1 and 1.2). We have been effective in ensuring that we hire the best staff and ensure they have the support they need (Year 3, Action 1.1 and 1.2).

Our Business and Maintenance Operations Departments are diligent in identifying urgent facility needs and identifying new projects to improve facilities, and are able to tackle much needed facility repairs and upgrades (Year 3, Action 1.5). In the years following the COVID-19 pandemic, CUSD continued to increase its outdoor learning spaces at school sites, and is in the midst of a new softball field at the high school and modernization of the existing music building.

In 2023-24, we hired a new Director of Nutrition Services who is also a Registered Dietician. In consultation with our caregivers, students, and staff, a new family-friendly monthly menu which contains not only more healthy options for students but vegetarian offerings (Year 3, Action 1.6).

The needs assessment from our staff surveys along with input from our Professional Development Committee highlighted areas where certificated staff wanted more professional development (Year 3, Action 1.12). These included coaching, collaboration and planning time. In addition, our Professional Development Our Teacher on Special Assignment at each site directly provided intervention to students as well as coaching to teachers (Year 3, Action 1.9). These TOSAs also “re-established” grade level collaboration days for our elementary teachers which afforded opportunities for teachers to discuss such topics as grading practices, curriculum implementation, working with our unduplicated students, and ensure fidelity of implementation across the district (Year 3, Actions 1.11 and 1.21). At the secondary level an instructional coach was hired to support our secondary teachers by organizing department collaborations days in all content areas for Grades 7-12 (Year 3, Actions 1.11, 1.21, and 1.29). This allowed vertical articulation among departments and covered such topics as assessment standardization and curriculum/course writing and revision. Our elementary intervention TOSAs at each site provide targeted academic support and intensive interventions in reading and mathematics to students with the greatest academic needs (Year 3, Action 1.30). We have also provided these teachers with supplemental instructional materials to support struggling students, especially our unduplicated students (Year 3, Action 1.24). The science, innovation, and technology TOSA was instrumental in continuing the implementation of the Next Generation Science Standards to our teachers, especially with adoption of new materials (Year 3, Action 1.9). The Arts TOSA not only supported arts integration at the school sites, but she has worked with principals and teachers on the integration of social-emotional learning through the arts as well as the RULER program (Year 3, Action 1.10).

Our technology TOSAs and science, innovation, and technology TOSA have also worked closely with sites to not only offer STEAM nights for students and their families but also working with sites to ensure access to the necessary instructional technology for all students, especially our unduplicated students in both their classrooms and site STEAM labs (Year 3, Action 1.27).

The more professional development staff receive, the better they feel about themselves and their ability to implement the standards. TOSAs have been extremely effective as they have the time to become the experts and then, in turn, teach other teachers effective implementation strategies and resources especially for our ELs, Foster Youth, and Homeless students) (Year 3, Actions 1.14, 1.15, and 1.22). Teachers have enjoyed collaborating with the TOSAs, as well as other teachers from other sites. Each year, the percentage of staff feeling more comfortable teaching the standards increases however, in 2023-24, our survey illustrated that 84% of certificated/classified staff are comfortable in their knowledge with the standards which is a slight (4%) decrease from 22-23; this is most likely attributed to the adoption of a new curriculum for K-5 Social Science and K-5 Science this year (Year 3, Action 1.14). Additionally, 91% of certificated staff agree that they have adequate curriculum, up 17% from 2022-2023. Teachers are not only becoming more comfortable with Next Generation Science Standards; but the adoption of elementary science materials as well as elementary HSS materials provided them the necessary curriculum to teach the standards (Year 3, Action 1.23). Professional development also was offered in Orton-Gillingham, AIMS, and SIPPS to support structured literacy (Year 3, Action 1.20). Additionally , our Special Education teachers have participated in professional development offered by both CUSD

and our SELPA on implementation of content standard (Year 3, Actions 1.14 and 1.19). In addition, several multi-session seminars were offered through this year to build internal capacity for leadership (Year 3, Actions 1.6 and 1.31). The included leadership seminars for classified and certificated staff as well as Cognitive Coaching with average participation for each of 10-15 participants.

Our Senior Liaison of Youth and Family Services along with the Liaison of Youth and Family Services have worked closely with our Foster Youth and Homeless students to increase their attendance at school through daily phone calls, home visits, etc. This has resulted in a decrease in our chronic absenteeism (Year 3, Action 1.28).

Our Director of Intervention and English Learner Program worked closely with site administrators and staff to identify the specific needs of our EL students at their sites. This included classroom visitations and walkthroughs, data analysis (iReady, STAR, etc.) and ensuring all staff had access to the 2012 ELD standards. Instructional materials (textbooks, dictionaries, etc) in languages other than English were provided to all Newcomers (Year 3, Actions 1.17, 1.18, 1.25, and 1.26).

With the additional supplemental funds that were generated, we were also able to lower the class sizes in some elementary classrooms; lower than the state maximum as well as the Collective Bargaining Agreement (Year 3, Action 1.3).

The following actions were deemed not effective for Goal 1. Based on survey data, It is clear that our classified staff still need additional professional development in providing academic and behavioral support to our students (Year 3, Actions 1.4 and 1.13). While more opportunities were offered in 2023-24, it is an area that needs to be addressed further.

Also, the beautification of student restrooms was not able to be implemented, mostly due to funding (Year 3, Action 1.7). While walk-throughs of restrooms did occur, it was not sufficiently consistent to be considered effective (Year 3, Action 1.8).

Finally, we need to utilize our EL Facilitators more effectively in the area of providing professional development. As this is a stipended position, many were stretched very thin with ELPAC testing and were not able to provide sufficient professional development to staff either individually or as a group with fidelity across sites (Year 3, Action 1.16).

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.

Extensive educational partner engagement was held in the Fall of 2022 which resulted in CUSD's strategic plan, The CUSD Commitment. The new LCAP has given CUSD the opportunity to completely align the LCAP with The CUSD Commitment. For the 24-25 LCAP, goals will be the following: Goal 1 is The CUSD Commitment Focus Area 1.0 - Academic Achievement and Instruction (LCAP Priority Areas 2, 4, 7, 8). Goal 2 is The CUSD Commitment Focus Areas 2.0, 3.0, and 4.0 - The Whole Child, Access and Equity, and Student and Staff Safety (LCAP Priority Areas 5, 6, 8). Goal 3 is The CUSD Commitment Focus Area 5.0 - Engaged Families and Community Partners (LCAP Priority Area 3). Goal 4 is The CUSD Commitment Focus Area 6.0 - Optimized Financial and Human Resources (LCAP Priority Area 1). Many LCAP actions are "strategies" pulled straight from The CUSD Commitment and many of the effective strategies from Goal 1 of the 23-24 LCAP have been carried over to the new LCAP in Goals 1 and 4.

This year, many of our existing actions will be widened to include LTELs, and new actions have been created to target our foster youth and homeless student groups (found in all new LCAP goals).

The following actions will not be continued in the 24-25 LCAP as they were either deemed ineffective in the 23-24 LCAP or determined that they were simply no longer needed actions in the LCAP (Year 3, Actions 1.4, 1.7, and 1.13).

Year 3, Action 1.8 was modified and tied to facilities for a more strengthened approach for the 24-25 LCAP. This will ensure consistency which was not happening in the 23-24 school year.

Year 3, Action 1.16, although deemed ineffective as they simply could be utilized more effectively to impact more teachers overall, will be carried over to the 24-25 LCAP. This means that they need to receive additional professional development, specifically on how to facilitate PD on their campuses for a more strengthened approach. Additionally, EL Facilitators will need additional PD specific to supporting our LTELs.

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.

Goal

Goal #	Description
2	CUSD will provide parents with multiple opportunities for both decision-making as well as meaningful participation in school activities, educational opportunities, and strategies on how to support their students’ mastery of California State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
PIQE and other Parent Workshop/Classes Graduate Numbers	The number of parents participating in PIQE and other Parent Workshop/Classes during the 2020-2021 school year was 857.	The number of parents participating in PIQE and other Parent Workshop/Classes during the 2021-2022 school year was 467.	The number of parents participating in PIQE and other Parent Workshop/Classes during the 2022-2023 school year was 870. This does include some students as we had several Art Nights that parents came and participated in with their students. This does not	The number of parents participating in PIQE and other Parent Workshop/Classes during the 2023-2024 school year was 969. This does not include participation on the DELAC, LCAP or EAC at the district level.	By the end of the 2023-2024 school year, number of parents participating in PIQE and other Parent Workshop/Classes will increase to 2000.

			include participation on the DELAC, LCAP or EAC at the district level.		
LCAP Parent and Community Survey	Based on the January 2021 LCAP Parent and Community Survey, 88% of parents either Strongly Agree or Agree that they have opportunities to be part of discussions about the school through surveys and advisory groups.	Based on the January/February 2022 LCAP Parent and Community Survey, 83% of parents either Strongly Agree or Agree that they have opportunities to be part of discussions about the school through surveys and advisory groups.	Based on the February 2023 LCAP Parent and Community Survey, 90% of parents either Strongly Agree or Agree that they have opportunities to be part of discussions/decisions about the school through surveys and advisory groups.	Based upon the January/February 2024 LCAP Parent and Community Survey, 81% of parents either strongly agree or agree that they have opportunities to be part of discussions about the school through surveys and advisory groups.	By the end of the 2023-2024 school year, the percentage of parents who either Strongly Agree or Agree that they have opportunities to be part of discussions about the school through surveys and advisory groups will increase to 95%.
LCAP Parent and Community Survey	Based on the January 2021 LCAP Parent and Community Survey, 71% of parents either Strongly Agree or Agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."	Based on the January/February 2022 LCAP Parent and Community Survey, 72% of parents either Strongly Agree or Agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."	Based on the February 2023 LCAP Parent and Community Survey, 83% of parents either Strongly Agree or Agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."	Based upon the January/February 2024 LCAP Parent and Community Survey, 75% of parents either strongly agree or agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."	By the end of the 2023-2024 school year, the percentage of parents who either Strongly Agree or Agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops." will increase to 85%.
LCAP Parent and Community Survey	Based on the January 2021 LCAP Parent and Community Survey, 73% of parents reported that they Strongly Agree/Agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based on the January/February 2022 LCAP Parent and Community Survey, 72% of parents reported that they Strongly Agree/Agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based on the February 2023 LCAP Parent and Community Survey, 78% of parents reported that they Strongly Agree/Agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	Based upon the January/February 2024 LCAP Parent and Community Survey, 70% of parents reported that they strongly agree/agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	By the end of the 2023-2024 school year, 85% of parents will report that they Strongly Agree/Agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."
LCAP Parent and Community Survey	Based on the January 2021 LCAP Parent and Community Survey, 73% of parents reported that they Strongly	Based on the January/February 2022 LCAP Parent and Community Survey, 75% of parents reported that	Based on the February 2023 LCAP Parent and Community Survey, 87% of parents reported that they Strongly Agree/Agree	Based upon the January/February 2024 LCAP Parent and Community Survey, 73% of parents reported that they strongly	By the end of the 2023-2024 school year, the percent of parents who report that they Strongly Agree/Agree when asked "The teachers and

Agree/Agree when asked "The teachers and schools give parents useful information about how to improve their child's progress."	they Strongly Agree/Agree when asked "The teachers and schools give parents useful information about how to improve their child's progress."	when asked "The teachers and schools give parents useful information about how to improve their child's progress."	agree/agree when asked "The teachers and schools give parents useful information about how to improve their child's progress."	schools give parents useful information about how to improve their child's progress." will increase to 85%.
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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.

Engaging our families is at the forefront of what we do in CUSD, and all of these actions play a pivotal role in the success of Goal 2. Our Foster Youth and Parent Involvement Liaison and Senior Liaison of Youth and Family Services commit all of their time engaging our families, planning workshops, ensuring translations are provided, and listening to the needs of our families (Year 3, Action 2.19, 2.20). They work with all staff members, sites and the district office, in ensuring that CUSD offers a robust parent engagement calendar of workshops and trainings that meet their needs (Year 3, Action 2.3, 2.7, 2.8, 2.9, 2.10, 2.11). So many families have expressed appreciation of these position and the work that they do.

There were still some obstacles to implementing Goal 2. Although we have surveyed parents on topics that they would like to see offered, offered workshops both virtually and in-person, and advertised through social media and other forms of communication, we still haven't reached pre-pandemic numbers. of participation.

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.

A salary increase was approved after the LCAP was submitted last year; therefore salaries are off throughout the LCAP (Year 2, Actions 2.19, 2.20, 2.21). There was a decrease in estimated actuals for Year 2, Action 2.10 and 2.18 as the need for babysitting during meetings was not a demand as well as requests for translations.

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

Of the 21 actions listed for Goal 2 in the three-year LCAP, again a large majority were effective while a few were not as effective as planned.

The following actions were deemed effective as analysis of the corresponding data saw improvements in either test scores, performance levels or percentages on the CA Dashboard, or responses to survey data.

Our Senior Liaison of Foster Youth and Family Services along with our Liaison of Foster Youth and Family Services (Year 3, Actions 2.19 and 2.20) and mental health team has been instrumental in ensuring that this goal is met. Participation continues to be at the same high levels as last year. They have assisted in planning, facilitating and communicating many parent workshops in our district as well as decision-making committees such as LCAP, Equity Advisory Committee, DELAC, and the Foster Youth Advisory Committee which is new this past year (Year 2, Actions 2.3, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.16).

Our Senior Liaison of Foster Youth and Family Services and our Liaison of Foster Youth and Family Service assisted in some way in most of the actions listed in this goal. Social emotional learning is an essential component of our family engagement efforts, SEL Family Art Nights (Exploring Social Emotional Learning through Music and Dance and Experimental Painting) were offered in the fall of 2023 at all seven of our elementary schools and an SEL lunch and learn event for parents held at our intermediate school. Social Media Safety for both Elementary and Secondary Parents was held in the fall of 2023. A districtwide "Family Coding Night" was also held in the fall of 2023. The Parent Institute for Quality Education (PIQE) Family Transition to College Program classes were offered to secondary parents districtwide in the winter of 2024. In the winter our CUSD Mental Health team hosted two districtwide events, "Ask a Therapist" and a workshop on "Identifying and Managing Anxiety", in addition our community partner Tri-City mental health continues to provide monthly opportunities for community stakeholders on suicide prevention, BIPOC Mental Health, and the Impact of Trauma along with opportunities to attend virtual wellness webinars and serve on Tri-City's various diversity councils on mental health and wellness. In the spring South Coast Community Partners held a "Suicide Prevention" workshop. Latino Literacy Project workshops (with a focus on STEM) were held at Sumner Danbury and Oakmont Elementary in the spring of 2024 along with a Family STEAM Night in May 2024 and, in an ongoing effort to continue supporting literacy in the home, the district hosted a book club in Spanish and another in English featuring the book "Permission to Feel" by Dr. Marc Brackett to promote literacy and support SEL. In addition, a Hot Cocoa and Bingo Night for families was held at Claremont High School in collaboration with the CHS Spanish Department for English Learner Families. A workshop, "Relationships that Matter: 5 Keys to Helping Your Child Succeed," was offered in Spanish in the spring of 2024; In the spring of 2024, the district continued to host a variety of workshops on topics of Mental Health, College Awareness, Supporting School Transitions. Workshop opportunities for our foster parents on financial aid, college awareness, Understanding Grief and Loss in Foster Care, and guardian self-care in collaboration with Citrus College and other community partners were offered in the fall of 2023 with ongoing opportunities including an educational conference hosted by Citrus College for parents/caregivers of foster youth in the spring of 2024 in addition we continue to provide and post resources on our District website dedicated to Foster Youth and McKinney Vento.

According to the metrics, it appears that we have held steady in the percentage of families who strongly agree/agree that teachers and schools give parents useful information about how to improve their child's progress (down 2%); in the percentage of families who strongly agree/agree that there was an increase in additional opportunities to be involved in and participate in parent advisory groups and/or workshops (down 4%); in the percentage of families who strongly agree/agree feeling that they have opportunities to be part of discussions about the school through surveys and advisory groups (down 3%); and in the percentage of families who strongly agree/agree that the school provides them with resources and/or ideas for supporting their students with the California Standards down 2%).

In 2023-24, CUSD hired a Director of Communications whose efforts have been focused on the development, implementation, and administration of the district's public information program plan, including the coordination of effective media releases and communication with the public. This includes the creation and distribution of digital and print publications and marketing products. monitoring and creating social media content, highlighting District events and engaging the public., creating branding items and constant communication of the District Strategic Plan and District events, correspondence from the Superintendent, and other related projects (Year 2, Actions 2.13 and 2.21). Each week, "CUSD Celebrates" is sent to our educational partners highlighting newsworthy items from CUSD. This is in addition to the weekly newsletters sent out by site administration which contains site specific information (Year 3, Action 2.15). Translations are provided for all schools that meet the 15% threshold and resources for translations in all languages are available to sites (Year 3, Action 2.18).

Our Director of Special Education continues to network and meet with parents of Students with Disabilities, and the Director of Early Childhood Education continues to do the same with preschool parents, providing them with opportunities to participate in a district support group for each other and to provide CUSD with suggestions on trainings, ways to support families of children with disabilities and identify needed resources (i.e., coffee with the Director, etc.) (Year 3, Action 2.6 and 2.17). Additionally, Special Education parents participate in the Special Education Advisory Council for our SELP (Year 3, Actions 2.5 and 2.14).

We continue to have a strong partnership with Claremont Education Foundation (CEF) where the district is represented by a principal, the Superintendent, and a Board member. The Board member gives regular reports at Board meetings which provides updates and information regarding the activities of CEF (Year 3, Action 2.1).

The following actions were deemed not effective for Goal 2. Based on LCAP survey data, It is clear that our efforts to provide families with information on the UC-CSU A- G were not effective. The percentage of families who strongly agree/agree that they are aware of the UC/CSU A-G remained constant at 59% from 2022-23 (Year 3, Actions 2.12). Clearly this is an area that needs more work.

Additionally, as mentioned earlier, we need to utilize our EL Facilitators more effectively in the area of providing professional development. While they do attend site ELAC and DELAC meetings, many were not able to provide sufficient professional development to staff either individually or as a group with fidelity across sites (Year 3, Action 2.2).

Finally, we were not able to disseminate an EL newsletter as planned, although our communication with parents of EL students was strong via phone calls, emails, and ELAC/DELAC meetings Year 3, Action 2.4).

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.

Extensive educational partner engagement was held in the Fall of 2022 which resulted in CUSD's strategic plan, The CUSD Commitment. The new LCAP has given CUSD the opportunity to completely align the LCAP with The CUSD Commitment. For the 24-25 LCAP, goals will be the following: Goal 1 is The CUSD Commitment Focus Area 1.0 - Academic Achievement and Instruction (LCAP Priority Areas 2, 4, 7, 8). Goal 2 is The CUSD Commitment Focus Areas 2.0, 3.0, and 4.0 - The Whole Child, Access and Equity, and Student and Staff Safety (LCAP Priority Areas 5, 6, 8). Goal 3 is The CUSD Commitment Focus Area 5.0 - Engaged Families and Community Partners (LCAP Priority Area 3). Goal 4 is The CUSD Commitment Focus Area 6.0 - Optimized Financial and Human Resources (LCAP Priority Area 1).

This year, many of our existing actions will be widened to include LTELs, and new actions have been created to target our foster youth and homeless student groups (found in all new LCAP goals).

Many LCAP actions are "strategies" pulled straight from The CUSD Commitment and many of the effective strategies from Goal 2 of the 23-24 LCAP have been carried over to the new LCAP in Goal 3.

We will continue with most of these actions to engage our families. The Educational Services Department is always exploring new opportunities. The district is continuously looking for opportunities to make parents partners in the decision making process rather than "advisory" resources.

The following action will not be continued in the 24-25 LCAP as they were either deemed ineffective in the 23-24 LCAP or determined that they were simply no longer needed actions in the LCAP (Year 3, Action 2.4).

As mentioned earlier, we need to utilize our EL Facilitators more effectively in the area of providing professional development. While they do attend site ELAC and DELAC meetings, which is mandatory to support our EL families, many were not able to provide sufficient professional development to staff either individually or as a group with fidelity across sites (Year 3, Action 2.2.). Therefore, this action will continue in 24-25; however, there will be a focus on having EL Facilitators provide PD on their campuses which provides a strengthened approach.

Year 3, Action 2.12 will be carried over into the 24-25 LCAP as this is something that parents are still asking for CUSD to provide and the district and schools have clearly not done well at based on recent survey data. CUSD needs to ensure that we are communicating A-G requirements at all grade levels. For a more strengthened approach, CUSD will have the Director of Communication work with our schools on this action next school year for a much more narrowed approach.

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.

Goal

Goal #	Description
3	CUSD will provide all students with access to a rich variety of programs, course of study, and supports that increase student achievement, develop the whole child, and prepare them for career, college, and post-secondary opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
District Benchmark; and Diagnostic/Progress Monitoring data	Based on the May 2021 administration, 65% of elementary students scored in their grade level band on the iReady assessment in Reading and 55% in Math. The percentage of students in Grade 11 scoring above standard on the Winter 2021 CAASPP Interim Assessment block was 35% in Math and 51% in ELA.	Based on the May 2022 administration of Spring iReady Benchmark (Grades K-6), 64% of elementary students scored at or above grade level in Reading and 56% in Mathematics. 2021-2022 STAR assessment (Grade 7-8) 64% proficient in ELA and 55% in Math 2021-2022 IABs (Grade 11) ELA: 28% Above Grade Level, 50% At/Near Standard, 22% Below Standard 2021-2022 IABs (Grade 11) Math: 18% Above Grade Level, 52% At/Near Standard, 30% Below Standard	Based on the May 2023 administration of Spring iReady Benchmark (Grades K-6), 65% of elementary students scored at or above grade level in Reading and 58% in Mathematics. 2022-2023 STAR assessment (Grade 7-8) 53% proficient in ELA and 59% in Math 2022-2023 ELA Revision IAB (Grades 9-11): 26% Above Grade Level, 52% At/Near Standard, 22% Below Standard 2022-2023 Algebra and Functions Math IAB (Grade 9-11): 6% Above Grade Level, 61% At/Near Standard, 33% Below	Based on the May 2024 administration of Spring iReady Benchmark (Grades K-6), 65% of elementary students scored at or above grade level in Reading and 60% in Mathematics. 2023-2024 STAR assessment (Grade 7-8) 44% proficient in ELA and 60% in Math 2023-2024 STAR assessment (Grade 11) 75% proficient in ELA; the high school does not have STAR math	By the end of the 2023-2024 school year, the percentage of students scoring in their grade level band on the iReady assessment, CAASPP Interim Assessment Block, or equivalent in Reading and Math will increase by 10% for elementary. At the secondary level, it will increase 15% in Math and 10% for ELA.

			Standard		
California Assessment of Student Performance and Progress (CAASPP) data	Based on the last administration of CAASPP in Spring 2019, the Districtwide mastery of standards was 65% in ELA and 51% in Math.	Local measures in lieu of CAASPP Spring 2022 iReady Benchmark (Grades K-6): 64% of elementary school students scored at or above grade level in Reading and 56% in Mathematics. 2021-2022 STAR assessment (Grade 7-8) 64% proficient in ELA and 55% in Math. 2021-2022 IABs (Grade 11) ELA: 28% Above Grade Level, 50% At/Near Standard, 22% Below Standard 2021-2022 IABs (Grade 11) Math: 18% Above Grade Level, 52% At/Near Standard, 30% Below Standard	Based on 2022 Spring CAASPP, the Districtwide mastery of standards was 60% in ELA and 45% in Math.	Based upon the results of the 2023 CAASPP, Districtwide mastery of the standards was 60.5% in ELA and 48.5% in Math.	By the end of the 2023-2024 school year, the Districtwide mastery of standards will increase to 75% in ELA and 60% in Math.
California Assessment of Student Performance and Progress (CAASPP) data	Based on the last administration of CAASPP in Spring 2019, the SED mastery of standards in ELA was 50% in ELA and 35% in Math.	Based on the Spring 2022 iReady Benchmark (Grades K-6): 48% of elementary school SED students scored at or above grade level in Reading and 41% in Mathematics. 2021-2022 STAR assessment (Grade 7-8) 37% of SED scored proficient in ELA and 53% in Math. 2021-2022 IABs (Grade 11) SED Students - ELA: 15% Above Grade Level, 53% At/Near Standard, 32% Below Standard	Based on 2022 Spring CAASPP, the SED mastery of standards in ELA was 44% in ELA and 29.3% in Math.	Based upon the results of the 2023 CAASPP, SED mastery of the standards was 47.3% in ELA and 35.0% in Math.	By the end of the 2023-2024 school year, the SED mastery of standards in ELA and Math as measured by the CAASPP in ELA and Math will increase from 50% to 60% in ELA and from 35% to 45% in Math.

		2021-2022 IABs (Grade 11) Math: 9% Above Grade Level, 47% At/Near Standard, 44% Below Standard			
California Assessment of Student Performance and Progress (CAASPP) data	Based on the last administration of the CAASPP in Spring 2019, the EL mastery of standards in ELA was 17% and 29% in Math.	Based on the Spring 2022 iReady Benchmark (Grades K-6): 30% of elementary EL students scored at or above grade level in Reading and 25% in Mathematics. 2021-2022 STAR assessment (Grade 7-8) 3% of EL students scored proficient in ELA and 19% in Math. 2021-2022 IABs (Grade 11): Six EL students were in the 11th-grade subgroup and none met standards.	Based on the 2022 Spring CAASPP, the EL mastery of standards in ELA was 10.6% and 15.7% in Math.	Based upon the results of the 2023 CAASPP, the English learners' mastery of the standards was 16.6% in ELA and 19.9% in Math.	By the end of the 2023-2024 school year, the EL mastery of standards in ELA will increase to 30% and 45% in Math as measured by the CAASPP.
California Assessment of Student Performance and Progress (CAASPP) data	At the last administration of the CAASPP in Spring 2019, there were only five students in the FY subgroup which was not considered a large enough group to receive a performance level. However, none of the five students either met or exceeded standards in ELA or Math.	In 2020-21, two students were in the FY 11th grade subgroup which was not a large enough group to receive a performance level. Neither student met standards.	Based on the 2022 Spring CAASPP, the FY mastery of standards in ELA was 17% and 0% in Math. Only six students in this subgroup took the CAASPP.	Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP.	By the end of the 2023-2024 school year, the FY mastery of standards in ELA and Math as measured by the CAASPP will be 20% in ELA and 25% in Math, if this group is large enough to receive a performance level. If this is not possible, at least two students will meet or exceed students in either ELA or Math.
Grade 11 ELA/Math California Assessment of Student Performance and Progress (CAASPP) data for EAP	Based on the Spring 2019 CAASPP data, the percentage of Grade 11 students meeting or exceeding standards schoolwide in English language arts was 72% and 52% in Math.	Based on Spring 2021 CAASPP scores for 11th grade, the percentage of students meeting or exceeding standards in ELA was 84.7% and in Mathematics was 71.6%. However, many 11th graders opted out of this test last year.	Based on Spring 2022 CAASPP scores for 11th grade, the percentage of students meeting or exceeding standards in ELA was 66.1% and in Mathematics was 33.9%.	Based upon the results of the 2023 CAASPP for 11th grade, the percentage of students meeting or exceeding standards was 66.1% in ELA and 39.2% in Math.	After the administration of the 2024 CAASPP in ELA and Math for Grade 11 students, the percentage of Grade 11 students meeting or exceeding standards schoolwide in English language arts will increase to 78% and 60% in Math.

California Science Test (CAST)	Based on the last administration of CAASPP in Spring 2019, the Districtwide mastery of standards was 43% in Science.	Data unavailable for Year 1.	Based on 2022 Spring CAST, the Districtwide mastery of standards was 41% in Science.	Based upon the results of the 2023 spring CAST, districtwide mastery of standards was 44.4% in science.	By the end of the 2023-2024 school year, the Districtwide mastery of standards will increase to 50% in Science.
English Learner Reclassification data	The English Learner Reclassification Rate for the 2019-2020 school year was 18.5%.	10.8% of ELs were reclassified during the 2020-21 school year. Due to distance learning and the difficulties of remote testing, many students were not assessed.	6.1% of ELs were reclassified during the 2021-22 school year.	8% of ELs were reclassified during the 2022-23 school year.	By the end of the 2023-2024 school year, the English Learner Reclassification Rate for the 2019-2020 school year will increase to 30%
ELPAC data	Based on the Fall 2019 CA Schools Dashboard, 48.5% of English Learner students progressed at least one ELPI level and 5.2% of English Learner students maintained a level of 4.	In 2021, CUSD had 231 EL students enrolled during the 2020 and 2021 ELPAC administrations. Of those, 91 (39%) received ELPAC scores for both years. Of the 91 students who tested, 24 (26%) increased one or more ELPI levels and 56 (62%) maintained their level. 6 students (7%) maintained an ELPI level of 4.	Based on the Fall 2022 CA Schools Dashboard, 48.4% of English Learner students progressed at least one ELPI level and 5.5% of English Learner students maintained a level of 4.	Based upon the CA School Dashboard published in fall 2023, 50% of English Learner students progressed at least one ELPI level and 3.4% maintained a level of 4.	For the Fall 2024 California Dashboard, the percent of English Learner students progressing at least one ELPI level will increase to 55% and the percent of English Learner students maintaining an ELPI level of 4 will increase to 8%.
Seal of Biliteracy data	Based on current data for 2020-2021, there are 194 students eligible to receive the State Seal of Biliteracy.	Based on current data for 2021-2022, there are 125 students eligible to receive the State Seal of Biliteracy.	112 students received the State Seal of Biliteracy in 2022. Based on current data for 2022-2023, there are 125 students eligible to receive the State Seal of Biliteracy.	In the Spring of 2023, 111 students received the Seal of Biliteracy.	By the end of the 2023-2024 school year, the number of students eligible for the State Seal of Biliteracy will increase to 220.
UC/CSU A-G Course Completion	Based on the 2020 CA Dashboard College/Career Indicator (CCI) , the number of graduating seniors as a cohort who scored "Prepared" by completing	Based on the 2021 College/Career Indicator, the number of graduating seniors who completed the UC/CSU A-G requirements was 63.4%. This was a 0.6% increase	The state did not give CCI data this year; however, the College/Career Measures Only Report & Data shows that 65% of our 2022 graduating class completed UC/CSU A-G	Based upon the 2023 College/Career Indicator, 64.1% of graduating seniors completed the UC/CSU A-G requirements. This was a 0.9% decrease from 2022.	By the end of the 2023-2024 schoolyear, the number of graduating seniors as a cohort completing the UC/CSU A-G requirements from will increase by 10%.

	the UC/CSU A-G requirements was 62.8%.	from 2020.	requirements.		
CA Dashboard College/Career Indicator (CCI)	Based on the 2020 CA Dashboard College/Career Indicator (CCI) , the percentage of students scoring "Prepared" by completing a CTE pathway was 8.6% and by completing the UC/CSU A-G requirements was 93.2%	Due to the COVID-19 pandemic, California was granted a waiver from the requirement to report measures of student progress from the U.S. Department of Education. The state subsequently removed similar requirements with the passage of Assembly Bill 130. As a result, there are no state indicators published on the 2021 California School Dashboard, including the College/Career Indicator (CCI). The 2021 CCI only reported student participation in measures. Hence, there is no cohort data to determine what percentage of the cohort scored at the "Prepared" level. Based on the 2021 College/Career Indicator, the number of graduating seniors who completed the UC/CSU A-G requirements and at least one CTE pathway was 6.0%. This is not the same metric used to determine baseline.	The CCI Indicator was not available on the 2022 Dashboard. However, College/Career Measures Only Report shows that students completing a CTE pathway was 9.7% and by completing the UC/CSU A-G requirements was 65%.	The percentage of students scoring "Prepared" on the 2023 CA School Dashboard College/Career Indicator (CCI) was 64.1%. 61.7% percent of students completed the UC/CSU A-G requirements, 13.1% completed at least one CTE pathway, and 10% completed the UC/CSU A-G requirement and at least one CTE pathway.	By the end of the 2023-2024 school year, the percentage of students scoring "Prepared" on the CA Dashboard College/Career Indicator (CCI) will increase to 10% by completing a CTE pathway and to 95% by completing the UC/CSU A-G requirements .
CALPAD CTE Completer Data	In 2019-2020 , there were 60 students who completed an approved Career Technical Education Pathway.	In 2020-2021, there were 47 students who completed an approved Career Technical Education Pathway.	In 2021-2022, there were 59 students who completed an approved Career Technical Education Pathway.	In 2022-23, 77 students completed an approved Career Technical Education Pathway.	By the end of the 2023-2024 school year, the number of students completing an approved Career Technical Education Pathway will increase by 25%.

California School Dashboard	Based on the Fall 2020 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level was 67%.	Due to the COVID-19 pandemic, California was granted a waiver from the requirement to report measures of student progress from the U.S. Department of Education. The state subsequently removed similar requirements with the passage of Assembly Bill 130. As a result, there are no state indicators published on the 2021 California School Dashboard, including the College/Career Indicator (CCI). The 2021 CCI only reported student participation in measures. Hence, there is no cohort percentage to determine what percentage of the cohort scored at the "Prepared" level.	There was no CCI Indicator on the 2022 Dashboard. The 2022 College/Career Measures Only Additional Report displays only the number and percent of graduates who completed any of the measures in the CCI and not the percentage of the cohort that scored at the "Prepared" level. Analysis of this report found that the percentage of graduating seniors who completed at least one CTE pathway was 9.7%. Additional analysis of the Fall 2022 California School Dashboard College/Career Indicator (CCI) with respect to the percent of graduating seniors completing the UC/CSU A-G requirements showed similar patterns. The percentage of graduating seniors completing the UC/CSU A-G requirements was 65% districtwide. This is not the same metric used to determine our baseline.	Based upon the Fall 2023 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level was 64.1% which is considered a high rating.	For the Fall 2024 California School Dashboard College/Career Indicator (CCI), the percentage of scoring at the "Prepared" level will increase to 70%.
CTE Pathway & UC/CSU A-G Completion	Based on the 2019-2020 school year, 6% of students completed both a CTE Pathway and the UC/CSU A-G requirements.	Based on the 2021 College/Career Indicator, the number of graduating seniors who completed the UC/CSU A-G requirements and at least one CTE pathway was 6.0%.	Based on the 2022 College/Career Measures Only Report, the number of graduating seniors who completed the UC/CSU A-G requirements and at least one CTE pathway was 7.2%.	Based upon the 2023 College/Career Indicator, 10% of students completed both a CTE pathway and the UC/CSU A-G requirements.	By the end of the 2023-2024 school year, the percentage of students completing both a CTE pathway and the UC/CSU A-G requirements will increase to 10%.
AP Exam data	Based on the Spring 2020 AP exam administration, there were	676 AP exams were administered in Spring 2021.	638 AP exams were administered in Spring 2022.	In spring 2023, 693 AP exams were administered.	For the 2024 AP exam administration, the number of AP exams administered

	687 exams administered.				will increase to 950.
AP Exam Passing Rate data	Based on the Spring 2020 AP exam administration, the percent of students passing AP exams with a score of 3 or higher was 79.8%.	62.3% of students passed AP exams with a score of >3 in Spring 2021.	71.6% of students passed AP exams with a score of >3 in Spring 2022.	In Spring 2023, 67.2% of students passed AP exams with a score of >3.	For the Spring 2024 AP exam administration, the percent of students passing AP exams with a score of 3 will increase to 82%.
AP Exam Passing Rate data	Based on the Spring 2020 AP exam administration, the passing rate of students continues to surpass both the state and national averages.	62.3% of students passed AP exams in Spring 2021, surpassing the state average of 55.6% and the national average of 55.8%.	71.6% of students passed AP exams in Spring 2022, surpassing the state average of 67% and the national average of 60%.	In Spring 2023, 67.2% of students passed AP exams. The College Board no longer releases state and national averages.	For the Spring 2024 AP exam administration, the passing rate of students will continue to surpass both the state and national averages.
IB Exam data	Based on the Spring 2020 IB exam administration which, due to the pandemic were based on Internal Assessments only, not IB external assessments, there were 467 exams administered.	358 IB exams were administered in Spring 2021.	331 IB exams were administered in Spring 2022.	In Spring 2023, 360 IB exams were administered.	For the 2024 Spring IB assessments, the number of IB exams administered will increase to 500.
IB Exam Passing Rate data	Based on the Spring 2020 IB exam administration, which due to the pandemic were based on Internal Assessments only, not IB external assessments, the percent of students passing IB exams with a score of 4 or higher was 85%.	93.2% of students passed IB exams with a score of >4 in Spring 2021.	87% of students passed IB exams with a score of >4 in Spring 2022.	In Spring 2023, 70.6% of students passed IB exams with a score of >4.	For the Spring 2024 IB exam administration, the percent of students passing IB exams with a score of 4 will increase to 87%.
IB Exam Passing Rate	Although the passing rate for the Spring 2020 IB exam administration was based on Internal Assessments, not external IB assessments, the passing rate of students continues to	93.2% of students passed IB exams in Spring 2021 while 97% passed worldwide.	87% of students passed IB exams in Spring 2022 while 85.6% passed worldwide.	In Spring 2023, 70.6% of CUSD students passed IB exams while 79% passed worldwide.	For the Spring 2024 IB exam administration, the passing rate of students will continue to surpass the worldwide average.

	surpass the worldwide average.				
Master Schedule	During the 2020-2021 school year, the number of students enrolled in at least one AP or IB course was 574 and 363 respectively. Of those student, there were two English learner students, 89 were Reclassified FluentEnglish Proficient (RFEP) students, and six were socioeconomically disadvantaged students in AP courses and one English Learner student, 41 RFEP students, and three socioeconomically disadvantaged students in IB courses.	During the 2021-2022 school year, the number of students enrolled in at least one AP or IB course was 683. Of these students, there are three English learner students, 97 were Reclassified Fluent English Proficient (RFEP) students, and 107 were socioeconomically disadvantaged students in AP courses; and two English Learner student, 40 RFEP students, and 49 socioeconomically disadvantaged students in IB courses.	As of October 5, 2022, there were 707 students enrolled in at least one AP or IB course. Of the students enrolled in at least 1 AP Course, there was 1 English Learner student, 86 students with an English Language Acquisition Status of Reclassified Fluent English Proficient (RFEP), and 123 socioeconomically disadvantaged students. Of the students enrolled in at least 1 IB Course, there was 1 English Learner student, 46 students with an English Language Acquisition Status of Reclassified Fluent English Proficient (RFEP), and 73 socioeconomically disadvantaged students.	During the 2023-2024 school year, the number of students enrolled in at least one AP or IB course was 753. Of these students, there are seven English learner students, 102 were Reclassified Fluent English Proficient (RFEP) students, 144 were socioeconomically disadvantaged students, and 10 special education students in AP courses. Currently, there is one English learner student, 58 Reclassified Fluent English Proficient (RFEP) students, 98 socioeconomically disadvantaged students, and 8 special education students in IB courses.	By the end of the 2023-2024 school year, the number of total students as well as the number of English learner and RFEP students enrolled in at least one AP or IB course will increase by 10%.
Master Schedule	During the 2020-2021 school year, 1,724 secondary students were enrolled in at least one Visual and Performing Arts course.	As of October 6, 2021, 1,379 secondary students were enrolled in at least one Visual and Performing Arts course. *Some VAPA courses are CTE courses	As of October 5, 2022, there were 1,861 students in grades 7-12 enrolled in at least one Visual and Performing Arts course. *Some VAPA courses are CTE courses	As of October 2023, 1,618 secondary students were enrolled in at least one Visual and Performing Arts course. *Some VAPA courses are CTE courses	By the end of the 2023-2024 school year, the number of secondary students enrolled in at least one Visual and Performing Arts course will increase by 10%..
Master Schedule	During the 2020-2021 school year, 813 secondary students were enrolled in at least one Career Technical Education course.	As of October 6, 2021, 843 secondary students were enrolled in at least one Career Technical Education course.	As of October 5, 2022, 704 students in grades 9-12 were enrolled in at least one Career Technical Education course.	As of October 2023, 764 secondary students were enrolled in at least one Career Technical Education course.	By the end of the 2023-2024 school year, the number of secondary students enrolled in at least one Career Technical Education will increase by 10%.
Master Schedule	During the 2020-2021 school year, 230	As of February 10, 2022, 292 elementary students	As of February 2023, 324 elementary students	As of January 2024, 392 elementary students have	By the end of the 2023-2024 school year, the number of

	elementary students participated in the Elementary Instrumental Music Program.	participated in the Elementary Instrumental Music Program.	participated in the Elementary Instrumental Music Program.	participated in the Elementary Instrumental Music Program. This is 100 more than last year.	elementary students participating in the Elementary Instrumental Music Program will increase by 20%.
SAT/ACT scores	Based on the 2019-2022 SAT and ACT exam administrations, the passing rate of students continues to surpass both the state and national averages.	Based on the 2020-2021 SAT exam administrations, the passing rate of students continues to surpass both the state and national averages. Based on the 2020-2021 ACT exam administrations, the student passing rate continues to surpass the national averages (state averages have not been released).	Based on the 2021-2022 SAT exam administrations, the passing rate of students continues to surpass both the state and national averages. Based on the 2021-2022 ACT exam administrations, the student passing rate continues to surpass the national averages (state averages have not been released).	Based upon the 2022-23 SAT exam administrations, the passing rate of students continues to surpass both the state and national averages. Based upon the 2022-23 ACT exam administrations, the student passing rate continues to surpass the national averages but not the state averages.	For the 2023-2024 SAT and ACT exam administrations, the passing rate of students will continue to surpass both the state and national averages.

Goal Analysis

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

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

Goal 3 is the heart of what happens in the classroom each and every day and plays a pivotal role in student achievement. This year, we had the funds to provide as much additional support as we could, even with the shortage of employees. Schools got very creative in their offerings of tutoring throughout the day, this also included online support (Year 3, Action 3.3, 3.4, 3.5). CUSD is very excited to see the progress of the implementation of the International Baccalaureate Middle Years Programme (Year 3, Action 3.18). Throughout the year, sites received training, worked through logistics of the program, held parent information meetings, developed policies, wrote and implemented units of study, and dove into improving grading practices. This was the first year that students completed both the Community and Personal projects which was showcased in May 2024. With all of the successes, post pandemic still has posed many obstacles for CUSD as we implemented the actions for Goal 3. Students return to the classroom was filled with excitement in the fall of 2023, but it was also filled with challenges. The number of students with behavior and mental health issues and learning gaps have increased. Attendance has been better, but still an issue that affects attendance rates and funding. If students aren't present, they cannot learn. Staffing challenges allowed us to only offer limited tutoring and enrichment opportunities (Year 3, Action 3.3, 3.4, 3.5). Additionally, the pandemic decimated our numbers in the elementary instrumental music program, so we are slowly building the program back (Year 3, Action 3.44).

We have not gotten past the beginning stages of implementing the Seal of Civic Engagement this year and have had several students qualify for this recognition at graduation (Year 3, Action 3.27). Finally, with the A-G Grant funds, we were able to catch up on much needed training for AP and IBDP

teachers (Year 3, Action 3.15).

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.

A salary increase was approved after the LCAP was submitted last year; therefore salaries are off throughout the LCAP (Year 3, Actions 3.7, 3.11, 3.18, 3.21). Year 3, Actions 3.1, 3.35, 3.36, 3.41 was higher than expected as we purchased additional iReady licenses for secondary schools to administer surveys, purchased additional supplemental materials and intervention materials, and books for CTE classes. In addition, we provided a lot of staff development to teachers in the IBDP and AP programs as well as educational technology (Year 3, Action 3.15, 3.32). With the expansion of the Independent Study Program, additional online curriculum was purchased (Year 3, Action 3.17). With the expansion of dual language immersion program at Mountain View Elementary, the LCAP has not reflected the costs for materials that have to be purchased each year in Spanish. Therefore, Year 3, Action 3.26 shows those costs. Additionally, we have provided much training and release time for teachers to build the International Baccalaureate Middle Years Programme (Year 3, Action 3.18).

We have gotten past the beginning stages of implementing the Seal of Civic Engagement this year (Year 3, Action 3.27); however, we had not originally budgeted for release time for a teacher to launch this program.

Year 3, Action 3.37 estimated actual was higher than expected as the teacher was paid for additional work to mentor the students outside of this class.

Expenses were less than budgeted for several action as we did not send as many teachers to AVID Summer Institute; train as many teachers in Kagan engagement strategies or Thinking Maps and Write from the Beginning and Beyond; and there was not as great of a need to purchase new instruments (Year 3, Actions 3.30, 3.31, 3.38, and 3.45). Year 3, Action 3.28 costs were down as the purchase of materials will happen in the 2024-2025 school year and the costs budgeted for substitutes for planning was not as high as anticipated.

There was a mistake in the LCAP on Year 3, Action 3.40 as the budget should have been \$727,208 instead of \$0. The district's LCAP Executive Summary posted on the website and sent out to Educational Partners reflected the correct number.

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

Of the 50 actions listed for Goal 3 in the three-year LCAP, we found that many were effective while a small number were not as effective as planned.

The following actions were deemed effective as analysis of the corresponding data saw improvements in either test scores, performance levels or percentages on the CA Dashboard , or responses to survey data.

CUSD believes that all of these actions and services have helped students progress annually in core academic subjects to prepare them for college, post-secondary and career opportunities as well as develop the whole child. Academically, Year 3, Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.9, 3.12, and 3.30 have been essential to our instructional program. According to the 2023 Dashboard, CUSD English Language Arts performance level was in the green performance level at 22 points above standard. However, Homeless scored in the red performance level at 75.9 points below standard. In addition, the following student groups fell in the orange level: African American (27.9 pts. below), English Learners (42.6 pts. below), Socioeconomically Disadvantaged (12.3 pts. below), and Students with Disabilities (67.2 pts. below).

According to the 2023 Dashboard, CUSD Mathematics performance level was also in the green performance level. However, Students with Disabilities 102.6 pts. below standard) and Homeless (100.5 pts. below standard) were in the red performance level.

Analysis of district K-6 iReady assessments from the 2023-2024 school year found an increase in the number of students scoring Early On Grade Level and Mid or Above on Grade Level in reading from 41% in the beginning of the year to 65% at the end of the year. In the comparison of demographic groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in reading at the end of year was 52% compared to 73% for students who are not Low Income. Additionally, English Learners scoring at their grade level in reading at the end of the year was 25% compared to 69% for students who are not English Learners. In Math, the percentage of students scoring Early On Grade Level and Mid or Above on Grade Level increased from 25% in the beginning of the year to 60% at the end of the year. In the comparison of demographic groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in math at the end of year was 45% compared to 68% for students who are not Low Income. Additionally, English Learners scoring at their grade level in math at the end of the year was 21% compared to 63% for students who are not English Learners.

STAR Reading and STAR Math were district assessments administered to students in grades 7 and 8 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 7th and 8th graders who had math STAR scores that correlated to meeting standards on CAASPP was 32% in the fall and 44% in the spring. The number of 7th and 8th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 54% in the fall and 60% in the spring.

STAR Reading was a district assessment administered to students in grades 9 through 12 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 11th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 75% in both the fall and spring.

According to Spring 2023 data, the number of AP and IB exams administered each increased by 9% from Spring 2002 by 9% (Year 3, Actions 3.14 and 3.19), although the percentage of students passing the AP exams decreased by 4.4% to 67.2% from the previous year. However, the district pass rate on both the SAT and ACT continues to surpass the state and national averages (Year 3, Action 3.48).

There have been increases in the number of students enrolled in CTE courses (Year 3, Action 3.40) as well as AP courses. CUSD saw a substantial increase in numbers of students enrolled in and participating in Visual and Performing Arts and Elementary Instrumental Music Program (EIMP); bringing them to pre-pandemic levels (Year 3, Action 3.44).

According to the 2023 Dashboard, 64.1% of all students were considered "Prepared" on the College/Career indicator, placing CUSD on the high performance which is above state level. However, Students with Disabilities and Homeless were in the low performance level while Hispanic and Socioeconomically Disadvantaged student groups were in the medium performance level. We utilized funding from the Educator Effectiveness Grant and the A-G Success Grant To provide professional development to teachers to increase student success in UC/CSU course completion and increase the number and percentage of students being considered "Prepared" on the College/Career indicator (Year 3, Action 3.15).

In addition to increasing our academic and behavioral supports/interventions for our unduplicated student groups in 2023-2024, we effectively implemented other programs and purchased supplemental materials to ensure that we are developing the whole child (Year 3, Actions 3.13, 3.17, 3.18, 3.20, 3.21, 3.25-28, 3.30, 3.35 - 37, 3.39 3.40 and 3.42-47).

Our Director of Intervention and English Learner Programs has provided teachers with professional development and "refresher training" on MTSS, academic supports for ELs and students who are struggling (Year 3, Actions 3.6, 3.7, 3.31, and 3.38). Additionally, the Director of Intervention and English Learner Programs assisted sites in supporting and monitoring the reclassification of EL, ensured that ELD and Newcomer materials are not only purchased but utilized at all sites, and worked with secondary site admin regarding the appropriate scheduling of Emerging ELs based on proficiency level (Year 3, Actions 3.22- 24, 3.29, and 3.38). Our paraprofessional supports our Immigrant and Newcomer ELs at all sites and works meets with them on a regular basis to assist them in their transition to school as well as their language proficiency (Year 3, Action 10).

Our site administrators and teachers are provided data on state and local assessments which informs their instruction to better meet the needs of our unduplicated students with the assistance of our Information Services Specialist and Clerical Assistant (Year 3, Action 11).

At the secondary level, our instructional coach supported our secondary teachers by organizing department collaborations days in all content areas for Grades 7-12, allowing for vertical articulation among departments. This afforded them the time to review course prerequisites for equity and accessibility (Year 3, Action 3.16). Individual course teachers also reviewed their D/F lists to determine next steps in the teaching and learning process (Year 3, Action 3.49). And our Action Research Task Force, when surveyed, felt that the training and research conducted in their own classrooms effectively changed grading practices which had positive results on student achievement as well as student motivation (Year 3, Action 3.50).

Our technology TOSAs and science, innovation, and technology TOSA provided a variety of professional development to staff in order for them to effectively implement the use of technology in the classroom to better meet the needs of students, especially our unduplicated student groups (Year 3, Action 3.32).

All Special Day Classes in our special education program were restructured to ensure that elementary students could remain at the same school site K-6 which parents felt was much needed for consistency and a sense of belonging at their school (Year 3, Action 1.33).

The following actions in Goal 3 were deemed not effective. The Rti/MTSS committee did not meet as a group (Year 3, Action 3.8). Based on discussions with site and district administrators, decisions regarding "refresher" professional development on MTSS are better placed at the site level. In addition, results for 2023-2024 PBIS certification based on the Tiered Fidelity Inventory (TFI) found that all sites continue to score in at the Gold or Platinum level.

With respect to Special Education, although the Special Day Classes were restructured, we did not make as much progress as anticipated on co-teaching at the middle school (Year 3, Action 3.34). Additionally, at the Middle School level, we were not able to create as much interest in CTE pathways as planned (Year 3, Action 3.41). While we expanded our CTE pathways at the high school level with the expansion of Sports Medicine and Behavioral/Mental Health Pathways as well as introducing the Engineering and Architecture Pathway, we still have work to do in Grades 7 and 8.

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.

Extensive educational partner engagement was held in the Fall of 2022 which resulted in CUSD's strategic plan, The CUSD Commitment. The new LCAP has given CUSD the opportunity to completely align the LCAP with The CUSD Commitment. For the 24-25 LCAP, goals will be the following: Goal 1 is The CUSD Commitment Focus Area 1.0 - Academic Achievement and Instruction (LCAP Priority Areas 2, 4, 7, 8). Goal 2 is The CUSD Commitment Focus Areas 2.0, 3.0, and 4.0 - The Whole Child, Access and Equity, and Student and Staff Safety (LCAP Priority Areas 5, 6, 8). Goal 3 is The CUSD Commitment Focus Area 5.0 - Engaged Families and Community Partners (LCAP Priority Area 3). Goal 4 is The CUSD Commitment Focus Area 6.0 - Optimized Financial and Human Resources (LCAP Priority Area 1).

Many LCAP actions are "strategies" pulled straight from The CUSD Commitment and many of the effective strategies from Goal 3 of the 23-24 LCAP have been carried over to the new LCAP in Goal 1.

This year, many of our existing actions will be widened to include LTELs, and new actions have been created to target our foster youth and homeless student groups (found in all new LCAP goals).

The following actions will not be continued in the 24-25 LCAP as they were either deemed ineffective in the 23-24 LCAP or determined that they were simply no longer needed actions in the LCAP (Year 3, Actions 3.8 and 3.33).

Year 3, Action 3.34 (coteaching) and Action 3.41 (CTE at intermediate school) were deemed ineffective simply because the sites did not implement the action; not because they are not effective actions. These actions will be carried over to the 24-25 LCAP as they are effective strategies that can result in increased student achievement. The Director of Special Education and the new Principal of the intermediate school are aware and will ensure that these actions are a priority for 24-25.

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.

Goal

Goal #	Description
4	The district will provide students and the community with a positive physical, emotional, social, and academic environment that promotes and motivates student engagement and supports the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
LCAP Student Survey	In 2020-2021, the number of secondary students involved in activities and programs inside or outside of the school was 1,722.	In 2021-2022, 1,472 secondary students reported they involved in activities and programs inside or outside of the school.	In 2022-2023, 1,611 secondary students reported they involved in activities and programs inside or outside of the school.	Based upon the January/February 2024 LCAP Student Survey, 1,672 secondary students reported that they were involved in activities and programs inside or outside of the school.	By the end of the 2023-2024 school year, the number of secondary students involved in activities and programs inside or outside of the school will increase by 10%.
LCAP Student Survey	In 2020-2021, the percentage of student respondents that did not participate in school activities because "activities were not of interest" was 39%.	In 2021-2022, 46% of student respondents did not participate in school activities because "activities were not of interest."	In 2022-2023, 46% of student respondents did not participate in school activities because "activities were not of interest."	Based upon the January/February 2024 LCAP Student Survey, 51% of student respondents did not participate in school activities because "activities were not of interest."	By the end of the 2023-2024 school year, the percentage of student respondents indicating that they did not participate in school activities because "activities were not of interest" will decrease to 33%.
LCAP Student Survey	In 2019-2020, prior to the COVID-19 shutdown, the percentage of students who responded that the felt safe on campus was 90% in elementary and	In the 2021-22, 95% of elementary students and 88% of secondary students responded that they felt safe on campus.	In the 2022-23, 94% of elementary students and 83% of secondary students responded that they felt safe on campus.	Based upon the January/February 2024 LCAP Student Survey, 93% of elementary students and 91% of secondary students responded that they felt safe	By the end of the 2023-2024 school year, the percentage of students who either agree or strongly agree with the statement, "I feel safe on campus." will increase to

	83% in secondary. In 2020-2021, schools were 100% remote learning, the question was changed to, "I feel safe when I am on Zoom for my classes". Based on this, the percentage of students who responded that they felt safe on Zoom was 85% in elementary and 77% in secondary.			on campus.	93% in elementary and 87% in secondary.
LCAP Student Survey	In 2020-2021, the percentage of students that enjoy going to school was 84% in elementary and 59% in secondary.	In 2021-2022, 89% of elementary students and 70% of secondary students reported that they enjoy going to school.	In 2022-2023, 86% of elementary students and 65% of secondary students reported that they enjoy going to school.	Based upon the January/February 2024 LCAP Student Survey, 85% of elementary students and 71% of secondary students reported that they enjoy going to school.	By the end of the 2023-2024 school year, the percentage of students that enjoy going to school will increase to 90% in elementary and 75% in secondary.
LCAP Student Survey	In 2020-2021, the percentage of students reporting that their teachers care about them was 97% in elementary and 90% in secondary.	In 2021-2022, 98% of elementary students and 90% of secondary students reported that their teachers care about them.	In 2022-2023, 96% of elementary students and 87% of secondary students reported that their teachers care about them.	Based upon the January/February 2024 LCAP Student Survey, 96% of elementary students and 89% of secondary students reported that their teachers care about them.	By the end of the 2023-2024 school year, the percentage of students reporting that their teachers care about them will increase to 99% in elementary and 93% in secondary.
LCAP Student Survey	In 2020-2021, the percentage of students reporting that they are treated fairly by "adults on campus" was 96% in elementary. In secondary, the percentage of students reporting that they are treated fairly by "their teachers" was 93%.	In 2021-2022, 95% of elementary students reported that they are treated fairly by adults on campus. 93% of secondary students reported that they are treated fairly by their teachers.	In 2022-2023, 92% of elementary students reported that they are treated fairly by adults on campus. 92% of secondary students reported that they are treated fairly by their teachers.	Based upon the January/February 2024 LCAP Student Survey, 90% of elementary students reported that they are treated fairly by adults on campus. 89% of secondary students reported that they are treated fairly by their teachers.	By the end of the 2023-2024 school year, the percentage of secondary students reporting that they are treated fairly by their teachers in secondary will increase to 95% or higher; In elementary, the percentage of students reporting that they are treated fairly by the "adults on campus" will be maintained at 96% or higher.
LCAP Parent/Community Survey	In 2020-2021, the percentage of parents/community members who reported	In 2021-2022, 96% of parents/community members reported that the school campus(es) is/are	In 2022-2023, 86% of parents/community members reported that the school campus(es) is/are	Based upon the January/February 2024 LCAP Parent and Community Survey, 88% of	By the end of the 2023-2024 school year, the percentage of parents/community members reporting that

	that the school campus (es) is/are safe was 91%.	safe.	safe.	parents/community members reported that the school campus(es) is/are safe.	school campus(es) is/are safe will increase to 95%.
LCAP Parent/Community Survey	In 2020-2021, the percentage of parents/community members who either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers." was 86%.	In 2021-2022, 90% of parents/community members either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers."	In 2022-2023, 95% of parents/community members either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers."	Based upon the January/February 2024 LCAP Parent and Community Survey, 89% of parents/community members either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers."	By the end of the 2023-2024 school year, the percentage of parents/community members who either agree or strongly agree with the statement, "My student(s) feel(s) that their feelings matter to teachers." will increase to 90%.
LCAP Staff Survey	In 2020-2021, the percentage of staff (classified and certificated) who reported that the school campus (es) is/are safe was 92%.	In 2021-2022, 88% of staff (classified and certificated) reported that the school campus(es) is/are safe.	In 2022-2023, 73% of staff (classified and certificated) reported that the school campus(es) is/are safe.	Based upon the January/February 2024 LCAP Staff Survey, 84% of staff (classified and certificated) reported that the school campus(es) are safe.	By the end of the 2023-2024 school year, the percentage of staff (classified and certificated) reporting that school campus(es) is/are safe will increase to 95%.
LCAP Staff Survey	In 2020-2021, the percentage of staff (classified and certificated) who either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong." was 90%.	In 2021-2022, 88% of staff (classified and certificated) either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong."	In 2022-2023, 86% of staff (classified and certificated) either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong."	Based upon the January/February 2024 LCAP Staff Survey, 90% of staff (classified and certificated) either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong."	By the end of the 2023-2024 school year, the percentage of staff (classified and certificated) who either agree or strongly agree with the statement, "The school(s) is/are a place where staff members feel that they "belong." will increase to 94%.
P2 Attendance Report	The average attendance rate Districtwide for 2020-2021 was 97.67%.	The average attendance rate Districtwide for 2021-2022 on P2 was 91.6%.	The average attendance rate Districtwide for 2022-2023 on P2 was 93.8%.	The average attendance rate Districtwide for 2023-2024 on P2 was 94.34%.	By the end of the 2023-2024 school year, the average attendance rate Districtwide will be 96.0% or higher.
Chronic Absenteeism Data; California School Dashboard Data	In 2019-2020, the Districtwide chronic absenteeism rate was 6.1%.	The 2020-21 Districtwide chronic absenteeism rate was 6.5%.	The 2021-22 Districtwide chronic absenteeism rate was 25.8%.	The 2022-2023 Districtwide chronic absenteeism rate was 16.1%.	By the end of the 2023-2024 school year, the Districtwide chronic absenteeism rate will decrease to 5.8% or lower.
Data Quest Graduation Rate; California School Dashboard	The 2019-2020 graduation rate was 94.5%. Although there was no performance level reported on the Fall 2020 California Dashboard	The 2020-21 4-year cohort graduation rate was 93.4%.	The 2021-2022 graduation rate was 98.2%.	The 2022-2023 graduation rate was 97.1% which is a "Blue" level ranking on the California School Dashboard.	By the end of the 2023-2024 school year, the graduation rate will increase to 95% or higher. The District will maintain a "Green" level ranking or higher on the

	Graduation Indicator, this rate was up from 94.3% in 2018-2019 when the District received a "Green" or "High" level ranking on the California School Dashboard.				California School Dashboard.
Data Quest/Ed Data Drop Out Rates; California School Dashboard	The 2019-2020 dropout rate was 2.7%	The 2020-21 4-year cohort dropout rate was 2.0%.	The 2021-22 4-year cohort dropout rate was .5%.	The 2022-2023 4-year cohort dropout rate was 1.5%.	By the end of the 2023-2024 school year, the high school dropout rate will be 2.3% or lower.
Data Quest Drop Out rate data; California School Dashboard	Based on the CALPADS data collected in October 2020, the middle school dropout rate was 0%.	Based on the CALPADS data collected in October 2021, the middle school dropout rate was 0%.	Based on the CALPADS data collected in October 2022, the middle school dropout rate was 0%.	Based upon the CALPADS data collected in October 2023, the middle school dropout rate was 1.2%. As a note, the middle school dropout counts are based upon students who exited at the end of the academic year two years prior (to account for possible no shows) or exited during the prior academic year. (These are not students who didn't complete middle school but are students who were expected to return, who were never picked up by another California School, or who left with no known enrollment.)	By the end of the 2023-2024 school year, the middle school dropout rate will be 1% or less.
California School Dashboard; DataQuest Suspension Data	During the 2019-2020 school year, the suspension rate for the district was 1.1% (DataQuest). There was no performance level measured on the Fall 2020 California School Dashboard.	The 2020-21 suspension rate was 0% (2 students).	The 2021-22 suspension rate was 1.6%.	The 2022-2023 suspension rate was 2.3%.	By the end 2023-2024 school year, the District will maintain a Districtwide suspension rate of 3% or less.
DataQuest Expulsion Data	In the 2019-2020 school year, there were no expulsions.	The 2020-21 Districtwide expulsion rate was 0%; no students were expelled.	The 2021-22 Districtwide expulsion rate was 0%.	The 2022-2023 Districtwide expulsion rate was 0.1%.	By the end of the 2023-2024 school year, the number of expulsions will be three or

					fewer.
Social Media Instructional Units	In 2020-2021, every school site delivered social media instruction to students.	In 2021-2022, every school site delivered social media instruction to students.	In 2022-2023, every school site delivered social media instruction to students.	Every school site delivered social media instruction to students during the 2023-2024 school year.	By the end of the 2023-2024 school year, every school will offer social media instruction to students annually
Parent Engagement Events and Calendar	During the 2019-2020 school year, the district offered two educational events on social media to parents/community members and students. As the district was in remote learning for seven months of the 2020-2021 school year, only digital citizenship lessons were presented to students.	During the 2021-22 school year, two workshops have been offered at school sites and one workshop was offered to the entire community.	During the 2022-23 school year, two workshops have been offered to the entire community.	Two workshops were offered, one in-person and one virtually during the 2023-2024 school year.	By the end of the 2023-2024 school year, at least two educational events on social media will be offered to parents/community members and students.
Websites	The 2020-2021 District Website resources for social services currently is reviewed annually and updated to include new services or parents. Services that are no longer available are deleted.	The 2021-2022 District Website resources for social services have been reviewed and updated to include new services for parents. Services that are no longer available are deleted.	The 2022-2023 District Website resources for social services have been reviewed and updated to include new services for parents. Services that are no longer available are deleted.	The 2023-2024 District website social services resources have been reviewed and updated to include new services for parents. Services that are no longer available have been deleted.	By the end of the 2023-2024 school year, the District Website resources for social services will continue to be reviewed annually and updated to include new services for parents. Services that are no longer available will continue to be deleted.

Goal Analysis

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

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

Goal 4, and its actions, had a huge impact on our students throughout the pandemic. COVID-19, the isolation students experiences, had an impact on students emotional state as well as their behavior upon return to the classroom these past couple of years. We were able to implement an SEL diagnostic to identify Tier 1 needs and supports (Year 3, Action 4.1). We were able to provide PD and implement SEL curriculum at the elementary level as well as the RULER program (Year 3, Action 4.5, 4.6) which had a positive impact. CUSD has continued its rollout of PD on issues of equity, and started with inclusive language training at the secondary level and culturally responsive teaching to both certificated and classified staff (Year 3, Action 4.7, 4.8, 4.31). In addition, we were able to offer additional group counseling groups at the secondary level (Year 3, Action 4.19). There was a substantive difference in planned action

and actual implementation for Year 3, Action 4.33 and 4.34 as one of our BCBAs was out most of the year. Additionally, our transition specialist retired very early in the year and the duties were absorbed into other positions (Year 3, Action 4.10).

With the focus of IB MYP at El Roble, Year 3, Action 4.20 has only been partially implemented. Link Crew has been implemented at the high school; however, we did not expand to "Where Everyone Belongs" Club at the intermediate school.

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.

A salary increase was approved after the LCAP was submitted last year; therefore salaries are off throughout the LCAP (Year 3, Actions 4.2, 4.4, 4.9, 4.12, 4.13, 4.15, 4.16, 4.17, and 4.33). Year 3, Action 4.1 was higher than expected as we adopted a new program called Qualtrics to administer surveys. There was an increase in estimated actuals for Year 3, Action 4.14 as the cost of transportation of Foster Youth escalated.

Estimated actuals were less than anticipated in Year 3, Actions 4.5, 4.7, 4.8, 4.10, 4.17, 4.34 as internal resources were utilized for training rather than consultants; the transition specialist retired early in the year and other resources were utilized to provide the services; a brand new clinical therapist was hired much later in the year than anticipated; and the cost of BCBA support was less than what was budgeted.

Link Crew has been implemented at the high school; however, we did not expand to "Where Everyone Belongs" Club at the intermediate school (Year 3, Action 4.20).

There was a mistake in the LCAP as Year 3, Actions 4.38 and 4.39 budget amounts got mixed up. However, the district's LCAP Executive Summary posted on the website and sent out to Educational Partners reflected the correct numbers.

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

Of the 39 actions listed for Goal 4 in the three-year LCAP, we found that, as with our other goals, numerous actions were effective while a small number were not as effective as planned.

Actions and services for this goal have been implemented by a team of individuals that place our students well-being at the forefront of what we do each and every day. District staff continue to work with sites, assisting staff with strategies and interpersonal skills regarding students and how best to support them. Student Services Department ensures that our counseling and mental health staff are fully trained and equipped with the strategies needed to provide the best programs and support (Year 3, Actions 4.4, 4.9, 4.17, 4.18, and 4.19). The Student Services and Educational Services Departments have worked with all sites to ensure that these actions and services have been implemented. Data is always being analyzed and new strategies and programs are always being explored to increase supports and services. The process of building partnerships with our community colleges and universities to build pathways for our students has been on-going and grows each year (Year 3, Action 4.24). CUSD continues to offer an Early College Program via our partnership with Citrus College. CUSD maintains a very high graduation rate as the 2022-23 4-year cohort graduation rate was 97.4% and a suspension rate of 2.3%.

This year, the LCAP Survey was administered to all students in Grades 4-12. According to the survey, 96% of elementary school and 89% of secondary students felt that their teacher cared about them; 90% of elementary and secondary students said that they were treated fairly by their teachers. Additionally, 85% of elementary students like going to school. While only 71% of secondary students stated that they enjoy going to school, this is a 6% increase over last year! Also reported, 93% of elementary students, 91% of secondary students, and 86% parents feel that they are safe on campus. Secondary students were also surveyed regarding extracurricular participation which is up from last year. Year 3, Actions 4.20, and 4.29 - 31, 4.38 and 4.39) helped to maintain these high agreement levels regarding school safety, student engagement, and belonging on campus.

In addition, the increased support from the BCBA and aides as well as an additional psychologist allowed schools to be able to service and support many more students than prior years (Year 3, Actions 4.15, 4.16, 4.33, and 4.34).

Feedback from our educational partners informs all decisions and is routinely collected via LCAP surveys, CA Healthy Kids Survey, Pupil Attitudes to Self and School (PASS) Survey as well as through advisory committees (EAC, LCAP Parent Advisory, DELAC, Foster Youth Advisory, etc) (Year 3, Action 4.1). Additionally, capturing the student voice was a focus this year. In addition to the above referenced survey, student focus groups were conducted as part of the LCAP process and the Superintendent's High School Advisory Council (SHAC) met five times to gain feedback from our students ((Year 3, Action 4.28).

A variety of professional development opportunities were offered to certificated and classified staff on such topics as promoting strong and positive teacher relationships (Capturing Kids Hearts), culturally responsive teaching, social emotional learning, mental health issues, diversity/equity/inclusion, and PBIS (Year 3, Action 4.2, 4.5-8, 4.32, and 4.35). Each of these offerings have provided staff with additional resources to better meet the needs of students.

With the help of our Director of Communications, CUSD launched an attendance campaign to raise awareness to the importance of daily attendance. At the end of P2 for this school year reporting, the attendance rate was 94.3% just 0.3% short of our goal of 94.5%. (Year 3, Action 4.23). In addition, site administrators were diligent with sending out attendance letters and utilizing the Pre-SARB and SARB Process. Our Director of Communications also increased our use of and presence on social media to increase parent involvement (Year 3, Action 4.26)

Utilizing funds from the Expanded Learning Opportunities Grant, we were able to provide additional afterschool opportunities to our unduplicated student via Woodcraft Rangers (Year 3, Action 4.2).

Our Senior Liaison of Foster Youth and Family Services along with our Liaison of Foster Youth and Family Services were instrumental in working with our Homeless and Foster Youth, providing school supplies and basic necessities to them. Additionally, our partnership with LACOE and the LACOE AB 130 Specialist, we were able to provide additional services as well as assist site and district staff with better meeting the needs of these student groups (Year 3, Actions 4.11, 4.14 and 4.36). They were also able to work with our Health Coordinator to better assist our Foster Youth and Homeless student groups with health and other support services (Year 3, Actions 4.12-13).

This year we offered both Spanish and German at the Intermediate School (Grades 7 & 8). Our Intermediate School's daily bell schedule includes a "zero period" which allows students to enroll in an elective such as the arts. We continued to offer online Credit Recovery classes which helps students to remain on track to graduate. We also expanded both our dual enrollment classes offered through Citrus College and CTE pathways which are UC/CGU A-G approved. (Year 3, Actions 4.25 and 4.37). We continue to investigate other options for credit-recovery outside of the traditional school day to make it more accessible to students while allowing them to enroll in elective courses.

Finally, student education programs on Internet Safety, Tobacco Use and Prevention, Vaping and Drug Education were organized and planned with the assistance of our TUPE Coordinator, Technology TOSAs, and School Resource Officer (Year 3, Actions 4.21-22, and 4.27).

The only action in Goal 4 that we deemed not effective was Year 3, Action 4.10. Our Transition Specialist retired and the position was not filled. We did hire a counselor at the Continuation High School whose job description was rewritten to better meet the needs of students at the Continuation High School, especially our unduplicated student groups.

Based on the data, while we had great success with these actions, we know that we still have work to do in better meeting the needs of our unduplicated student groups, especially our Foster Youth and Homeless students.

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.

Extensive educational partner engagement was held in the Fall of 2022 which resulted in CUSD's strategic plan, The CUSD Commitment. The new LCAP has given CUSD the opportunity to completely align the LCAP with The CUSD Commitment. For the 24-25 LCAP, goals will be the following: Goal 1 is The CUSD Commitment Focus Area 1.0 - Academic Achievement and Instruction (LCAP Priority Areas 2, 4, 7, 8). Goal 2 is The CUSD Commitment Focus Areas 2.0, 3.0, and 4.0 - The Whole Child, Access and Equity, and Student and Staff Safety (LCAP Priority Areas 5, 6, 8). Goal 3 is The CUSD Commitment Focus Area 5.0 - Engaged Families and Community Partners (LCAP Priority Area 3). Goal 4 is The CUSD Commitment Focus Area 6.0 - Optimized Financial and Human Resources (LCAP Priority Area 1).

This year, many of our existing actions will be widened to include LTELs, and new actions have been created to target our foster youth and homeless student groups (found in all new LCAP goals).

Many LCAP actions are "strategies" pulled straight from The CUSD Commitment and many of the effective strategies from Goal 4 of the 23-24 LCAP have been carried over to the new LCAP in Goal 2.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Claremont Unified	Julie Olesniewicz, Ed.D. Assistant Superintendent, Educational Services	jolesniewicz@cusd.claremont.edu 909-398-0609 ext. 70201

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 Claremont Unified School District is located 35 miles east of Los Angeles and is a community known for its strong commitment to education.

District boundaries include the City of Claremont as well as portions of Pomona and La Verne. The District serves approximately 6,300 TK-12 students with seven elementary schools (TK-6), one intermediate school (7-8), one high school (9-12), one alternative education high school, one (K-6) school for students with physical disabilities and health impairments, and one adult school. Though elementary schools have been developed to serve neighborhood areas, an open enrollment policy also allows parents to select schools.

The gradual increase in diversity in Claremont’s population is reflected in a student population comprised of approximately 45% Hispanic; 27% White; 11% Asian; 5% African American; and 12% other ethnicities or declined to state. In addition, 5.4% are English learners, 15% are students with disabilities, less than 1% foster youth, and 35.1% are identified as socioeconomically disadvantaged.

The District Strategic Plan - The CUSD Commitment- ensures that Claremont Unified School District remains dedicated to academic and organizational excellence on behalf of our students, employees, families, and community members. It guides our decision-making and outlines our plan to offer all students a high-quality educational experience. It provides the essential framework required for the District to create a “roadmap” for the next five years. The six focus areas are used to align district resources and enable the Governing Board to monitor progress made each year toward reaching the strategies of the focus areas, focusing on the Purpose, living the Core Values and accomplishing the goals of the District. All of these are exemplified in the Local Control Accountability Plan.

The CUSD Commitment
Purpose: Igniting curiosity, strengthening resilience, and inspiring excellence to empower each student’s academic journey
CORE VALUES
Excellence - We provide a high quality, rigorous, and relevant educational experience for all students
Equity - We equip each student with differentiated resources to support the whole child and their academic success
Innovation - We foster critical thinking, creativity, and ingenuity to prepare students for their future
Integrity - We demonstrate honesty, dependability, good judgment, and respect in all that we do
SIX FOCUS AREAS:

- 1.0 Academic Achievement & Instruction
- 2.0 The Whole Child
- 3.0 Access & Equity
- 4.0 Student & Staff Safety & Wellness
- 5.0 Engaged Families & Community Partners
- 6.0 Optimized Financial & Human Resources

Reflections: Annual Performance

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

There are many areas that CUSD considers to be successes. In student achievement, students continue to outscore the state and national averages on AP exams and Claremont High School remains in the top 25% of schools in the US with students earning the full International Baccalaureate Diploma. In addition, 111 students received the Seal of Biliteracy. Our students also outperform the state and national average on the SAT and ACT. According to the 2023 California School Dashboard, our Graduation Rate (97.1%) is 10.7% higher than the Statewide Graduation Rate (86.4%). The Graduation rate for Socioeconomically Disadvantaged (95.8%), English learners (88.9%), Students with Disabilities (92.8%), African American (100.0%), Asian (94.7%), Hispanic (97.4%) and White (96.3%) student groups are also above the Statewide rate. The Graduation rate for Homeless (79.2%) while below the overall Statewide rate was higher than the Statewide rate for that student group (73.3%). We will continue to provide students with opportunities to earn original credit as well as credit recovery both during and after school hours in order to be "on-track" for graduation. Additionally we will assist students in defraying the cost of IB and AP exams as well as offer the PSAT during the school day.

CUSD has a low suspension rate of 2.3% which is 1.2% lower than the state suspension rate. As a district, we believe PBIS implementation has greatly helped our schools in reducing behavioral issues that result in suspensions. Every elementary school in CUSD is certified as a platinum state recognized school and every secondary school is certified as a gold recognized school. In addition, we believe our focus on professional development, coaching, and MTSS has helped close the gap with some of our subgroups. Our site TOSAs will continue to provide coaching and professional development for staff. The district and sites will continue to implement PBIS at the site level and we will continue to employ two Board Certified Behavior Analysts to support identified students. We have also done a lot of work on implementing Culturally Responsive Teaching and are planning additional work in Restorative Practices to build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

In the area of Parent and Family Engagement, CUSD takes great pride in its efforts to engage families. Social emotional learning is an essential component of our family engagement efforts, SEL Family Art Nights (Exploring Social Emotional Learning through Music and Dance and Experimental Painting) were offered in the fall of 2023 at all seven of our elementary schools and an SEL lunch and learn event for parents held at our intermediate school. Social Media Safety for both Elementary and Secondary Parents was held in the fall of 2023. A districtwide "Family Coding Night" was also held in the fall of 2023. The Parent Institute for Quality Education (PIQE) Family Transition to College Program classes were offered to secondary parents districtwide in the winter of 2024. In the winter our CUSD Mental Health team hosted two districtwide events, "Ask a Therapist" and a workshop on "Identifying and Managing Anxiety", in addition our community partner Tri-City mental health continues to provide monthly opportunities for community stakeholders on suicide prevention, BIPOC Mental Health, and the Impact of Trauma along with opportunities to attend virtual wellness webinars and serve on Tri-City's various diversity councils on mental health and wellness. In the spring South Coast Community Partners held a "Suicide Prevention" workshop. Latino Literacy Project workshops (with a focus on STEM) were held at Sumner Danbury and Oakmont Elementary in the spring of 2024 along with a Family STEAM Night in May 2024 and, in an ongoing effort to continue supporting literacy in the home, the district hosted a book club in Spanish and another in English featuring the book "Permission to Feel" by Dr. Marc Brackett to promote literacy and support SEL. In addition, a Hot Cocoa and Bingo Night for families was held at Claremont High School in collaboration with the CHS Spanish Department for English Learner Families. A workshop, "Relationships that Matter: 5 Keys to Helping Your Child Succeed," was offered in Spanish in the spring of 2024; In the spring of 2024, the district continued to host a variety of workshops on topics of Mental Health, College Awareness, Supporting School Transitions. Workshop opportunities for our foster parents on financial aid, college awareness, Understanding Grief and Loss in Foster Care, and guardian self-care in collaboration with Citrus College and other community partners were offered in the fall of 2023 with ongoing opportunities including an educational conference hosted by Citrus College for parents/caregivers of foster youth in the spring of 2024 in addition we continue to provide and post resources on our District website dedicated to Foster Youth and McKinney Vento.

Although CUSD has so much to celebrate and be proud of, we must be diligent in our focus on the following schools and student groups that have been identified as performing at the lowest performance level in one or more state indicators on the 2023 Dashboard, and listed are the actions underway to address these areas:

Foster Youth (chronic absenteeism and suspension rate) – actions 2.14, 2.15, 2.23, 2.24, 2.25, 2.27, 2.28, 3.5, 3.25, 3.26

Homeless (suspension rate, ELA and mathematics) – actions 1.6, 1.30, 1.33, 2.22, 2.23, 2.24, 2.25, 2.27, 2.28, 3.25, 3.26, and 3.24

Students with Disabilities (mathematics) – actions 1.6, 1.30, 1.37, 2.31, 2.33, and 3.19

There are no CUSD schools that performed at the lowest performance level overall on any of the state indicators; however, we do have some schools that had student groups perform at the lowest performance level on one of more state indicator:

Condit Elementary: Students with Disabilities (ELA) - actions 1.6, 1.30, 1.37, 2.31, 2.33, and 3.19

Mountain View Elementary: Two or More Races (suspension rate) – actions 2.22, 2.23, 2.25, 2.27, and 2.28

Oakmont Outdoor School: Students with Disabilities (ELA and mathematics) - actions 1.6, 1.30, 1.37, 2.31, 2.33, and 3.19

Sumner Elementary: Homeless Youth and Socioeconomically Disadvantaged (suspension rate) - actions 2.22, 2.23, 2.25, 2.27, and 2.28

El Roble Intermediate School: English Learners (mathematics) and Students with Disabilities (suspension rate) - actions 1.34, 1.39, 2.22, 2.23, 2.25, 2.27, and 2.28

Reflections: Technical Assistance

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

Based on a review of student group and/or local indicator performance on the 2023 Dashboard indicators, CUSD meets the criteria to receive differentiated assistance in the following areas:

Foster Youth - Pupil Engagement and School Climate due to chronic absenteeism and suspension rates

Homeless Youth - Pupil Achievement and School Climate due to CAASPP scores and suspension rate

According to the 2023 Dashboard, the District's chronic absenteeism rate was in the yellow at 16.1% which is a decrease of 9.7% from 2022. The chronic absenteeism rate for Foster Youth was 42.9%. The district continues to use its internal program, A2A, to monitor absences, hold meetings with parents, SART meetings, and go to SARB if necessary as well as utilize engagement strategies to ensure students want to come to school. Administrators are being held accountable for the monitoring of these numbers, specifically Foster Youth, and ensuring that there is effective communication with families. In addition, our Director of Communications will be developing and implementing an attendance campaign districtwide to communicate the importance of school attendance. These are reflective in actions 2.14, 2.15, 3.5, 3.25 and 3.26 of the 24-25 LCAP.

According to the 2023 Dashboard, CUSD has a low suspension rate of 2.3% which is 1.2% lower than the state suspension rate. However, our Foster Youth suspension rate was very high at 15.6% which was an increase of 3.1% from 2022. Additionally, our Homeless Youth suspension rate was very high at 9% which was an increase of 5.4%. We will continue to implement Culturally Responsive Teaching and Restorative Practices districtwide to address this disparity (action 2.22). We have a strong MTSS structure to support student behavior (action 2.23) and the Assistant Superintendent of Student Services is always working with sites to ensure that we are looking at alternatives to suspension (action 2.25). In addition, the Sr. Liaison of Youth and Family Services and the Liaison of Youth and Family Services, provide additional direct support to our Foster and Homeless Youth (action 3.25 and 3.26). We continue to collaborate with LACOE and the LACOE AB 130 Program Specialist who visits our high schools and middle school 2 x a week to provide a space for FY and Homeless students who are in the STRTP to check in and deescalate if needed. She is also working with one of our local homes to develop incentives for students to address behavior and attendance. We will begin using a foster youth screening form for new families and at re-enrollment to promptly identify support systems in place or needed such as counseling, transportation, CSW information and appropriate class placement. Internally, CUSD developed a flowchart to ensure the appropriate staff and personnel are aware of timely scheduling of notifications, i.e. 30-day IEP, notification of AB 167/216 graduation requirements, etc. We will continue to make home visits, especially to ensure that our families have safe housing. There will be continued monthly or weekly check-ins as needed for students at our secondary schools. CUSD will also develop a Foster Youth Parent Advisory Committee (action 3.5). We will expand and coordinate services to support students who are experiencing homelessness or are in foster care (action 3.24). We will implement Panther Ambassadors as an elective course designed to develop leadership skills and promote a positive school culture and climate among Foster Youth, Low-Income, and students experiencing homelessness at the middle school (action 2.24). Additionally, we will continue the BCBAs and aides to support students and staff with behavior plans and behavior modifications (actions 2.27 and 2.28). These actions will also support foster and homeless youth in the areas of English language arts and mathematics.

According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. The following student groups fell in the lower performance level: Red - Homeless (75.9 pts. below); Orange - African American (27.9 pts. below), English Learners (42.6 pts. below), Socioeconomically Disadvantaged (12.3 pts. below), and Students with Disabilities (67.2 pts. below); and Yellow - Hispanic (4.9 pts. below). For our Foster Youth student group, there were less than 11 students so no data was displayed. We will continue to use our elementary intervention teachers to provide targeted intervention as well as instructional coaches and TOSAs (actions 1.6 and 1.33). In addition, CUSD will continue to provide additional professional development to our Education Specialists and paraprofessionals who work with our Special Education students on the CA State Standards and work with families on how to support their students' academic progress at home.

According to the 2023 Dashboard, CUSD Mathematics performance level was in the green performance level. However, Students with Disabilities (102.3 pts. below standard) and Homeless (100.5 pts. below standard) were in the Red performance level. Additionally, the following groups also fell in lower performing levels: Orange - African American (72 pts. below); and Yellow - English Learners (42.6 pts. below), Hispanic (43.8 pts. below), and Socioeconomically Disadvantaged (12.3 pts. below). As above, for our Foster Youth student group, there were less than 11 students so no data was displayed. We will continue to use our elementary intervention teachers to provide much needed intervention as well as instructional coaches (actions 1.6 and 1.33).

Analysis of district K-6 iReady assessments from the 2023-2024 school year found an increase in the number of students scoring Early On Grade Level and Mid or Above on Grade Level in reading from 41% in the beginning of the year to 65% at the end of the year. In the comparison of demographic groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in reading at the end of year was 52% compared to 73% for students who are not Low Income. Additionally, English Learners scoring at their grade level in reading at the end of the year was 25% compared to 69% for students who are not English Learners. In Math, the percentage of students scoring Early On Grade Level and Mid or Above on Grade Level increased from 25% in the beginning of the year to 60% at the end of the year. In the comparison of demographic groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in math at the end of year was 45% compared to 68% for students who are not Low Income. Additionally, English Learners scoring at their grade level in math at the end of the year was 21% compared to 63% for students who are not English Learners.

STAR Reading and STAR Math were district assessments administered to students in grades 7 and 8 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 7th and 8th graders who had math STAR scores that correlated to meeting standards on CAASPP was 32% in the fall and 44% in the spring. The number of 7th and 8th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 54% in the fall and 60% in the spring.

STAR Reading was a district assessment administered to students in grades 9 through 12 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 11th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 75% in both the fall and spring.

Our 2024 Summer School program will offer instruction in ELA and Math. At the high school level, there will be Credit Recovery courses in Math, Science, ELA, and Social Science. At the elementary level, small group reading instruction and English Learner support classes will be offered. During the 2024-2025 school year, we will offer ELA and Math support classes, after school tutoring sessions, and credit recovery courses offered both during the school day and after school hours to support our students.

In addition, the district continues to make English learner performance a focus in the LCAP as well as LTELs. The DELAC carefully examines the program, curriculum, and district Master Plan. We will continue training teachers in Thinking Maps - A Path to Proficiency for English learners. The district is also focused on addressing the continued learning loss experienced by students during the COVID-19 shutdown by expanding opportunities before and after school and offering summer school for students to recover credits and relearn concepts.

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.

Claremont Unified School District does not have any schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

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

Claremont Unified School District does not have any schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

Claremont Unified School District does not have any schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Engaging Educational Partners

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

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.
An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners	Members of the Claremont Unified School District community were actively involved and consulted in the Local Control Accountability Plan (LCAP) process. Educational Partners reviewed district data for the eight state priority areas and achievement data for unduplicated student counts as well as numerically significant student groups. Parents, community members, pupils, and bargaining

units assisting our English learners, Foster Youth, and Low-Income Students were involved in the process. The process focused on reviewing data to determine educational partner needs. Educational Partners and advisory council members reviewed the following data: student demographics, student achievement, basic services, implementation of California Standards, student engagement, school climate, course access, and other student outcomes. Additional information regarding district data reviewed during the LCAP process can be accessed via the District's LCAP webpage using the link below. All Educational Partners feedback, communication, and suggestions were recorded and categorized in charts. Educational Partners input was reviewed and discussed with DELAC, DPAC, LCAP Advisory Council, and the Equity Advisory Council. The Superintendent's Designee responded to emails in writing regarding questions or comments from all of these meetings. Due to the level of engagement and participation of the committee members, there were very few questions, comments or concerns regarding the developed Local Control Accountability Plan. Copies of district presentations and data charts can be found on the district's webpage using this link (<http://claremontca.schoolloop.com/lcff>).

In order to solicit input from all Educational Partners, several forums were utilized:

- LCAP Educational Partners surveys (classified and certificated staff, students, and parents) with 5,445 responses
- Board Study Sessions and Presentations
- Student Focus Group Meetings

Engaging Educational Partners

- K-12 Administrator Meetings
- School Site Council Meetings (parents, certificated staff, classified staff, administrators, and students for Grades 7-12)
- Certificated Staff Professional Learning Communities (PLC) Meetings
- Public Hearing

Timeline:

The following is a timeline of activities:

November 2023 - Drafted a proposed timeline and process

January 2024 – LCAP Committee and Parent Advisory Committee Confirmation/Organization

January 18, 2024 - Board Study Session

- Reviewed LCAP progress to date and provided direction for amendments/additions

January/February 2024 – LCAP Educational Partners Survey (certificated and classified staff, students, and parents)

February 28, 2024 – District English Learner Advisory Council Presentation/Meeting

- Shared overview of LCAP process; Reviewed data on local performance indicators; Discussed strengths and challenges for the 8 State Priorities
- Provided direction for Year 1 of the 2024-2027 LCAP based on emerging themes

February 2024 - Student Focus Group meetings were held at the school sites (elementary and secondary)

February 26, 2024 - Superintendent's High School Advisory Council (SHAC)

-Review of LCAP Student Survey data; Discussed strengths and challenges for the 8 State Priorities; Provided direction for Year 1 of the 2024-2027 LCAP based on emerging themes

March 13, 2024 – District Parent Advisory Committee Meeting

- Shared overview of LCAP process; Reviewed data on local performance indicators; Discussed strengths and challenges for the 8 State Priorities
- Provided direction for Year 1 of the 2024-2027 LCAP based on emerging themes

March 20, 2024 - LCAP Advisory Council Presentation/Meeting

- Shared overview of LCAP process; Reviewed data on local performance indicators; Discussed strengths and challenges for the 8 State Priorities
- Provided direction for Year 1 of the 2024-2027 LCAP based on emerging themes

March 25, 2024 - Superintendent's High School Advisory Council (SHAC)

-Discussed CUSD's The Commitment Focus Areas and the strengths and challenges as these will be the new LCAP goals

April 18, 2024 - Board Meeting

- Shared progress-to-date including draft goals & drafted updates
- Provided direction for Year 1 of the 2024-2027 LCAP based on emerging themes

April 22 – May 24, 2024 – Educational Services Staff to draft updates based upon SHAC, DPAC, DELAC, LCAP Advisory Council, and

	<p>Board input</p> <p>May 24, 2024: Draft LCAP was shared with LCAP Parent Advisory Committee, LCAP District Advisory Committee, DELAC, and Governing Board) along with an Executive Summary highlighting any changes and/or additions or deletions in the draft. Members of these committees were encouraged to provide additional feedback;</p> <p>Reviewed LCAP draft with Cabinet; posted LCAP draft on district website</p> <p>June 10-20, 2024: Notice of Public informing the public of the opportunity to submit written comments regarding the specific actions and expenditures in the LCAP were posted at all school sites, Claremont City Hall, Claremont Public Library, Claremont Post Office, and Alexander Hughes Community Center.</p> <p>June 14, 2024: Sent LCAP draft to the Governing Board with revisions based on stakeholder & LACOE feedback</p> <p>June 20, 2024: Board Presentation and Public Hearing on LCAP and District Budget</p> <p>June 24, 2024: Board Action on the LCAP, Local Indicators and District Budget</p>
<p>Parents which includes: Parents of Students with Disabilities, Foster Youth, Homeless, Low Socio-economically Disadvantaged, English Learners, etc.</p>	<p>-LCAP Survey was administered in January/February 2024</p> <p>-School Site Council Meetings were held</p> <p>District LCAP Parent Advisory Committee was held.</p> <p>- LCAP District Parent Advisory Committee consisted of: 20 parents with representatives from every school site as well as parents representing Title I, non-Title I, English learners, Foster Youth, Students with Disabilities, and Child Development</p> <p>District Clinical Therapist for Foster Youth</p> <p>Special Education Director</p> <p>Two Community Representatives for Foster Youth (STRTP and LA County Children's Court)</p> <p>One Foster Youth Elementary Student</p> <p>Five site administrators (4 Principals and 1 Asst. Principal)</p> <p>Six district office staff members (Assistant Superintendent of Educational Services, Asst. Supt. of Business Services, Asst. Supt. of Student Services, Asst. Supt. Of Human Resources, Director of Educational Services, Director of Human Resources, Liaison of Youth and Family Services (2), Admin. Secretary)</p> <p>Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above.</p> <p>During the 2023-2024 school year, the annual update of Educational Partners process included the following:</p> <ul style="list-style-type: none"> - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage
Students	<p>-LCAP Student Survey was administered to students in grades 4-12 in January/February 2024</p> <p>-Superintendent's High School Advisory Council met five times</p> <p>-Elementary focus groups were held</p> <p>Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above.</p> <p>During the 2023-2024 school year, the annual update Educational Partners process included the following:</p> <ul style="list-style-type: none"> - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics)

	<ul style="list-style-type: none"> - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage
<p>Staff and SELPA Representative This includes teachers, principals, administrators, other school personnel and both bargaining (CFA and CSEA)</p>	<p>-LCAP Staff Survey was administered in January/February 2024</p> <p>-LCAP Advisory Council was held</p> <p>LCAP Advisory Council consisted of:</p> <p>Four certificated union representatives</p> <p>Three classified union representatives</p> <p>Three site administrators (1 Principals and 2 Asst. Principals)</p> <p>District Mental Health Coordinator</p> <p>Director of SELPA, Special Education</p> <p>One Community Member, Wellness Instructor</p> <p>Five teachers including Arts TOSA and Art Teacher</p> <p>Nine district office staff members CUSD Superintendent, (Asst. Supt. Educational Services, Asst. Supt. of Human Resources, Asst. Supt. of Business Services, Asst. Supt. of Student Services, Director of Nutritional Services, Director of Educational Services, Director of Intervention and English Learners, Director of Educational Technology, Director of Communications, Liaison of Youth and Family Services (2), and Administrative Secretary)</p> <p>Two Equity Advisory Council members</p> <p>In addition, East San Gabriel Valley SELPA Director attended the LCAP Advisory Committee meeting to support Claremont USD in achieving the goals, actions, and services identified in its LCAP. He collaborated with the Committee to ensure that SWDs are well represented in the LCAP and that the actions and services are aligned to the SELPAs annual assurances for support plan.</p> <p>Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above.</p> <p>During the 2023-2024 school year, the annual update Educational Partners process included the following:</p> <ul style="list-style-type: none"> - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage
English Learners Families	<p>-EL Surveys were administered to all families of English Learners</p> <p>-District English Learner Advisory Committee was held.</p> <p>District English Learner Advisory Committee consisted of: English Learner parents (one from each school site)</p> <p>English learner site facilitators (one from each school site)</p> <p>Supt. of Business Services, Asst. Supt. of Student Services</p> <p>CUSD Parent Foster Youth and Homeless Liaisons (2)</p> <p>Five site administrators (7 Principals)</p> <p>EL Newcomer paraeducator</p> <p>Parent representative for Special Education</p> <p>Director of Intervention and English Learners</p> <p>Interpreters (Arabic, Mandarin, Spanish)</p> <p>Total Attendees: 33</p> <p>Presentations and documents were shared with Educational Partners to communicate progress toward LCAP goals during the meetings listed in the involvement process section above.</p>

	<p>During the 2023-2024 school year, the annual update Educational Partners process included the following:</p> <ul style="list-style-type: none"> - Reviewed current year LCAP goals, actions, services, and planned expenditures - Provided detailed information on the District's status and progress in the implementation of every goal, action, and service - Reviewed district data (quantitative and qualitative metrics) - Provided informational resources to Educational Partners - Gathered input from all Educational Partners including LCAP Survey, DELAC, DPAC, and the LCAP Advisory Council - Posted information and updates on the District's LCAP webpage
School Board	<ul style="list-style-type: none"> -A midyear update was given to the Board in January and February -An update of the engagement process and arising themes was reported to the Board in April 2024 -A presentation of the draft LCAP was presented to the Board in June 2024 -The Board of Education approved the LCAP on June 24, 2024
Foster Youth Advisory Council	The Foster Youth Advisory Council worked together to draft actions in the LCAP that are specific to CUSD Foster Youth.

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

<p>Input from the community and Educational Partners groups yielded several emerging themes. There were numerous themes from the 2023-2024 process that continue to emerge from prior years. Below are the themes as well as the Educational Partner group from which they emerged:</p> <ul style="list-style-type: none"> - Close achievement gaps (Parents/Community, Staff) - Increase support and services for foster youth and homeless students (Parents/Community, Staff) - Increase supports for English language learners and students with disabilities (Parents/Community, Staff) - Focus on increasing math proficiency (Parents/Community, Staff) - Maintain teachers on special assignment/intervention teachers (Staff) - Increase opportunities for project-based learning/real world connections (Students, Parents/Community) - Increase arts/maintain arts integration with core and SEL (Parents/Community, Staff) -Increase enrichment opportunities for high performing students in TK-6 - Increase career technical education and career exploration (Students, Parents/Community) - Provide UC/CSU A-G information at all levels (Parents/Community) - Provide professional development for certificated /classified staff (Students, Parents/Community, Staff) <p>Staff wellness; foundational reading/structured literacy, mathematics, continue culturally responsive reaching & DEI; differentiated instruction, and data driven decision making</p> <ul style="list-style-type: none"> - Increase school safety measures (Students, Parents/Community, Staff) - Focus on school climate (Students, Parents/Community, Staff) <p>Inclusive language, kindness/respect, anti-bullying, student behavior; student behavioral and mental health and supervision; Tiered System of Support to decrease suspensions</p> <ul style="list-style-type: none"> - Increase food quality and choices (Students, Parents/Community) - Continue to focus on chronic absenteeism (Parents/Community, Staff) - Focus on bathroom safety and cleanliness (Students) - Increase drug prevention education; early intervention (Students, Parents/Community, Staff) - Provide more lunch and recess opportunities for students at the elementary level (Students, Parents/Community) - Continue to engage families (Parents/Community) <p>All actions and services in the LCAP were influenced by educational partner engagement and the themes that emerged.</p>
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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CUSD maintains a relentless focus on achieving excellence. We expect all students to sustain and build upon academic achievement on their journey to college and career readiness. We are committed to engaging each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. Additionally, we provide students with opportunities for enrichment to expand their educational experience and an instructional program that promotes lifelong habits of inquiry and innovation.	Broad Goal

State priorities address by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. On the CA School Dashboard, CUSD is green in both ELA and math, and there are still achievement gaps in our student groups.

Approximately 90% of staff, both certificated and classified, felt comfortable in implementing the California State Standards. Feedback from parents shows that 85% felt that our schools provide students with a strong foundation for their future college and/or careers. Student feedback at the secondary level found that 78% believed that their school was preparing them for their future college and/or career. Additionally, the Equity Advisory Council has identified needs in the areas of Academic Achievement and Professional Development. These needs will continue to be addressed through the newly developed Equity Action Plan. This, along with focus group and other pertinent data, indicated a need for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 84% of certificated and classified staff rate themselves as very comfortable/comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?" After removing responders that marked "not applicable," the percentage rose to 99%.			By the end of the 2026-2027 school year, 90% of certificated and classified staff will rate themselves as very comfortable/ comfortable when asked, "What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching?"	
2	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 70% of parents either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards."			By the end of the 2026-2027 school year, the percentage of parents who respond that they either strongly agree or agree when asked, "The school provides me with resources and/or ideas for supporting my student with the California Standards" will increase to 75%.	

3	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 91% of certificated staff either strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."			By the end of the 2026-2027 school year, the percent of certificated staff who strongly agree or agree with the statement, "I have adequate curriculum for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching" will be maintained at a minimum of 90%.	
4	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 95% of certificated staff either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."			By the end of the 2026-2027 school year, a minimum of 95% of certificated staff with either strongly agree or agree with the statement, "I have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that I am responsible for teaching."	
5	District Benchmark and Diagnostic Progress Monitoring Data	Based on the May 2024 administration of Spring iReady Benchmark (Grades K-6), 65% of elementary students scored at or above grade level in Reading and 60% in Mathematics.			By the end of the 2026-2027 school year, the percentage of students scoring in their grade level band on the iReady assessment or equivalent in Reading and Math will increase by 10% at both the elementary and secondary levels Districtwide	

	<p>2023-2024 STAR assessment (Grade 7-8) - 44% proficient in ELA and 60% in Math</p> <p>2023-2024 STAR assessment (Grade 9-12) - 70.6% proficient in ELA; the high school does not have STAR math</p> <p>Spring iReady Benchmark (Grades K-6)</p> <p>Low Income: 52% at or above grade level in ELA; 45% at or above grade level in math</p> <p>English Learners: 25% at or above grade level in ELA; 21% at or above grade level in math</p> <p>Spring STAR Reading meeting or exceeding standards</p> <p>Grades 7-8: SED – 47.8%; EL – 0%; FY – 50% (3 kids)</p> <p>Grades 9-12: SED – 63.1%; EL – 0%; FY – 50% (4 kids)</p> <p>Spring STAR Math meeting or exceeding standards:</p> <p>Grades 7-8: SED – 30.43%; EL – 8.57%; FY – 33.33 (2 kids)</p> <p>Grades 9-12 - no data for grades 9-12</p>			as well as unduplicated subgroups.	
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6	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, Districtwide mastery of the standards was 60.5% in ELA and 48.5% in Math.			By the end of the 2026-2027 school year, the Districtwide mastery of standards will increase to 70% in ELA and 55% in Math.	
7	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, SED mastery of the standards was 47.3% in ELA and 35.0% in Math.			By the end of the 2026-2027 school year, the SED mastery of standards in ELA and Math as measured by the CAASPP in ELA and Math will increase from 47.3% to 55% in ELA and from 35% to 45% in Math.	
8	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, the English learners' mastery of the standards was 16.6% in ELA and 19.9% in Math.			By the end of the 2026-2027 school year, the EL mastery of standards in ELA will increase to 25% and 30% in Math as measured by the CAASPP.	
9	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP.			By the end of the 2026-2027 school year, the FY mastery of standards in ELA and Math as measured by the CAASPP will be 25% in ELA and 25% in Math, if this group is large enough to receive a performance level. If this is not possible, at least two students will meet or exceed students in either ELA or Math.	
10	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, Homeless Youth mastery of the standards was 21.6% in ELA and 16.9% in Math.			By the end of the 2026-2027 school year, the Homeless Youth mastery of standards in ELA and Math as measured by the CAASPP in ELA and Math will increase from 21.6% to 31.6% in ELA and from 16.9% to 26.9% in Math.	

11	California Assessment of Student Performance and Progress (CAASPP) data	Based upon the results of the 2023 CAASPP, the SPED mastery of the standards was 25.4% in ELA and 17.2% in Math. Only six students in this subgroup took the CAASPP.			By the end of the 2026-2027 school year, the SPED mastery of standards in ELA and Math as measured by the CAASPP in ELA and Math will increase from 25.4% to 35.4% in ELA and from 17.2% to 27.2% in Math.	
12	Grade 11 ELA/Math California Assessment of Student Performance and Progress (CAASPP) data for EAP	Based upon the results of the 2023 CAASPP for 11th grade, the percentage of students meeting or exceeding standards was 66.1% in ELA and 39.2% in Math.			After the administration of the 2027 CAASPP in ELA and Math for Grade 11 students, the percentage of Grade 11 students meeting or exceeding standards schoolwide in English language arts will increase to 76% and 50% in Math.	
13	California Science Test (CAST)	Based upon the results of the 2023 spring CAST, districtwide mastery of standards was 44.4% in science.			By the end of the 2026-2027 school year, the Districtwide mastery of standards will increase to 50% in science.	
14	English Learner Reclassification data	8% of ELs were reclassified during the 2022-23 school year.			By the end of the 2026-2027 school year, the English Learner Reclassification Rate will increase to 25%.	
15	ELPAC data	Based upon the CA School Dashboard published in fall 2023, 50% of English Learner students progressed at least one ELPI level and 3.4% maintained a level of 4.			For the Fall 2027 California Dashboard, the percent of English Learner students progressing at least one ELPI level will increase to 55% and the percent of English Learner students maintaining an ELPI level of 4 will increase to 8%.	
16	Seal of Biliteracy data	In the Spring of 2023, 111 students received the Seal of Biliteracy.			By the end of the 2026-2027 school year, the number of students eligible for the State Seal of Biliteracy will increase to a minimum of 115.	

17	UC/CSU A-G Course Completion	Based upon the 2023 Dashboard Additional Reports & Data, 61.7% of graduating seniors completed the UC/CSU A-G requirements. SED was 46% ELs was 7.4% FY - 0% (8 students)			By the end of the 2026-2027 school year, the number of graduating seniors as a cohort completing the UC/CSU A-G requirements will increase by 10% Districtwide as well as for unduplicated student groups.	
18	Seal of Civic Engagement Data	In the Spring of 2024, 135 students were eligible for the 1st Seal of Civic Engagement given out by CUSD.			By the end of the 2026-2027 school year, the number of students eligible for the State Seal of Biliteracy will increase to at least 150.	
19	CALPAD CTE Completer Data	In 2022-23, 77 students completed an approved Career Technical Education Pathway.			By the end of the 2026-2027 school year, the number of students completing an approved Career Technical Education Pathway will increase by 25%.	
20	California School Dashboard	Based upon the Fall 2024 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level was 64.1% which is considered a high rating.			For the Fall 2027 California School Dashboard College/Career Indicator (CCI), the percentage of students scoring at the "Prepared" level will increase to 75%.	
21	CTE Pathway & UC/CSU A-G Completion	Based upon the 2023 Dashboard Additional Reports & Data, 10% of students completed both a CTE pathway and the UC/CSU A-G requirements.			By the end of the 2026-2027 school year, the percentage of students completing both a CTE pathway and the UC/CSU A-G requirements will increase to 15%.	

22	AP Exam Data	In spring 2023, 693 AP exams were administered to 366 students Districtwide. Of the 366 students, 100 were SED and 0 were Foster Youth.			For the 2027 AP exam administration, the number of AP exams administered will increase to 725. There will be a 10% growth in SED and Foster Youth students taking AP exams.	
23	AP Exam Passing Rate Data	In spring 2023, 67.2% of students passed AP exams with a score of >3.			For the Spring 2027 AP exam administration, the percent of students passing AP exams with a score of 3 will increase to 77%.	
24	IB Exam Data	In spring 2023, 360 IB exams were administered to 138 students. Of the 138 students, 35 were SED (0 Foster Youth).			For the 2027 Spring IB assessments, the number of IB exams administered will increase to 400. There will be a 10% growth in SED and Foster Youth students taking IB exams.	
25	IB Exam Passing Rate Data	In spring 2023, 70.6% of students passed IB exams with a score of >4.			For the Spring 2027 IB exam administration, the percent of students passing IB exams with a score of 4 will increase to 80%.	
26	IB Exam Passing Rate Data	In spring 2023, 70.6% of CUSD students passed IB exams while 79% passed worldwide.			For the Spring 2027 IB exam administration, the passing rate of students will surpass the worldwide average.	

27	Master Schedule	<p>During the 2023-2024 school year, the number of students enrolled in at least one AP or IB course was 753. Of these students, there are seven English learner students, 102 were Reclassified Fluent English Proficient (RFEP) students, 144 were socioeconomically disadvantaged students, and 10 special education students in AP courses. Currently, there is one English learner student, 58 Reclassified Fluent English Proficient (RFEP) students, 98 socioeconomically disadvantaged students, and 8 special education students in IB courses.</p>			<p>By the end of the 2026-2027 school year, the number of total students as well as the number of English learner, RFEP, SED and SWD students enrolled in at least one AP or IB course will increase by 10%.</p>	
28	SAT/ACT scores	<p>Based upon the 2022-23 SAT exam administrations, the passing rate of students continues to surpass both the state and national averages. Based upon the 2022-23 ACT exam administrations, the student passing rate continues to surpass the national averages but not the state averages.</p>			<p>For the 2026-2027 SAT and ACT exam administrations, the passing rate of students will continue to surpass both the state and national averages.</p>	

29	Master Schedule	As of October 2023, 764 secondary students were enrolled in at least one Career Technical Education course.			By the end of the 2026-2027 school year, the number of secondary students enrolled in at least one Career Technical Education will increase by 10%.	
30	International Baccalaureate Middle Years Programme Enrollment Data	For the 2023-24 school year, 771 students were enrolled in the IBMYP districtwide. SED: 190 students EL: 8 EL students Foster Youth: 6 students			By the 2026-2027 school year, enrollment in the IBMYP program will increase by 10% Districtwide as well as for unduplicated students.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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	Districtwide Initiatives	Commit with fidelity to districtwide initiatives that support the teaching of content area standards and curriculum. This includes a focus on mathematics in the classroom and a rollout of the new California Mathematics Framework as we gear up for a new mathematics curriculum adoption in the coming years.	\$0.00	No
2	California Standards Aligned Staff Development	Provide California Standards aligned staff development on differentiating instruction and application of learned skills to real world experiences.	\$85,000.00	No
3	Thinking Maps Training	Teachers and administrators will receive ongoing training and utilize Thinking Maps, Write from the Beginning and Beyond, and Path to Proficiency with English learners (EL) and Low-Income Students.	\$20,000.00	No
4	Staff Development and Supplies	Purchase staff development materials and supplies focused on improving academic achievement and services for English learners, Low-Income Students, and Foster Youth.	\$15,000.00	Yes
5	Instructional Materials	Purchase additional California Standards-aligned instructional materials to support instruction and close the achievement gap.	\$550,000.00	No
6	Teachers on Special Assignment	Support Teachers on Special Assignment (TOSAs) and the Coordinator of Technology Education in providing professional development and instructional support to staff and direct services to students. Throughout the year, Professional development, collaborative coaching, and instructional support will be provided to staff, and intervention services to students. Teachers will receive training on effective research-validated strategies to support ELs, SED, and Foster Youth.	\$1,830,000.00	Yes
7	Arts and SEL Teacher on Special Assignment	Provide a 1.0 Arts TOSA to oversee the District Arts Plan and establish opportunities for innovative and authentic learning that support the California Standards including integration of Visual and Performing Arts (VAPA), and Science, Technology, Engineering, and Math (STEM) as well as Social and Emotional Learning (SEL). Throughout the year, this TOSA will provide professional development with a focus on arts integration, collaborative coaching, and instructional support designed to meet the unique needs of our ELs, SED, and Foster Youth.	\$174,118.00	Yes
8	Professional Development Committee	The Professional Development Committee will provide input for supporting effective implementation of the California Standards and District professional programs and professional development.	\$0.00	No
9	Collaboration and Vertical Articulation	Collaborate in Data-Driven Decision-Making Teams to determine viable curriculum, create common assessments, and analyze results to inform and modify instruction. Provide days for both elementary and secondary teacher collaboration and vertical articulation (grade level and department) to create and refine instructional units, grading practices and analyze assessment data on the California Standards. This includes opportunities for articulation between staff members who support English learners, Low-Income Students, and Foster Youth to ensure smooth transitions between pre-school and TK, TK and kindergarten, Grades 6 and 7, and Grades 8 and 9.	\$35,000.00	Yes

10	Diagnostics and Progress Monitoring Tools	Diagnostics and progress monitoring tools, such as iReady at the elementary level and STAR at the secondary level, will be used to measure goals and actions for student achievement, as well as the monitoring of ELs, SED, and Foster Youth.	\$200,000.00	No
11	Monitor ELs, LTELs, and RFEPs	District staff will monitor all ELs, Long-Term English Learners (LTELs), and Reclassified Fluent English Proficient (RFEP) digitally using Ellevation. This program provides sites with immediate EL data along with the ability to run, print reports, and record meetings in an efficient manner. District staff will monitor the progress of RFEPs for four years after their reclassification. Cross-cultural Language and Academic Development (CLAD) certified teachers will be assigned to monitor RFEPs on a quarterly basis for a period of four years.	\$7,000.00	No
12	Ethnic Studies	Provide professional development for administrators and certificated staff to effectively implement an ethnic studies course in grades 9-12 as well as time for teachers to explore, identify, and recommend curriculum for adoption.	\$10,000.00	No
13	Secondary School Plans for Student Achievement (SPSAs)	Secondary School Plans for Student Achievement (SPSAs) will report the percentage of students receiving "D" and "F" grades and develop appropriate actions.	\$0.00	No
14	Action Research	The Action Research Task Force will continue its work on exploring and implementing equitable grading practices throughout CUSD.	\$40,000.00	No
15	Rigorous and Relevant Coursework	Prepare students to enter college and seek career opportunities upon graduation through access to rigorous and relevant coursework and real-world experiences.	\$0.00	No
16	Equitable Access	Establish policies and procedures to ensure equitable access (including priority access, as appropriate) to academic supports (tutoring, summer school, extended learning time) and opportunities (AP and A-G enrollment, CTE participation) for Foster Youth and students experiencing homelessness.	\$0.00	No
17	Policies and Practices	Develop, modify, and implement policies and practices to reduce disproportionate enrollment of Foster Youth and students experiencing homelessness in an alternative education setting by creating clear and consistent criteria for transfer recommendations that do not disproportionately impact these students such as credit deficiencies and enrollment mid-term. Develop policies that allow for Foster Youth and students experiencing homelessness to participate in their local comprehensive school despite potential challenges by providing access to credit recovery programs, tutoring support, and behavioral support services.	\$0.00	No
18	AP and IBDP	Continue to provide and support a rigorous Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP). Courses of study will be reviewed annually to ensure rigor. Staff will attend professional development to support the implementation of both the AP and IB programs.	\$110,000.00	No
19	UC/CSU A-G Course Completion	Provide professional development to teachers, counselors, and administrators that is aligned to increasing student success in UC/CSU A-G course completion. This includes but is not limited to Advanced Placement (AP) and International Baccalaureate Diploma Program (IBDP) curriculum and instruction workshops as well as UC and CSU High School Counselor Conferences.	\$70,000.00	No
20	International Baccalaureate Middle Years Programme (IBMYP)	Continue to implement and refine the International Baccalaureate Middle Years Programme (IBMYP) in grades 7-10 to increase student connections between their studies and the real world, specifically for English learners, Low-Income Students, and Foster Youth who traditionally have not had these types of opportunities and ensure equitable access throughout implementation. These funds include the Middle Years Programme TOSA, training, fees, and collaboration time for	\$206,500.00	Yes

		unit planning.		
21	AP/IB and PSAT Testing	Cover the cost of AP/IB testing and Practice Scholastic Aptitude Test (PSAT) for Low-Income Students, students experiencing homelessness, and Foster Youth.	\$7,500.00	Yes
22	Dual Enrollment	Provide unduplicated students access to college credits prior to exiting high school such as Citrus College's Early College Program (dual enrollment) and continue to pursue articulation agreements with other partners.	\$8,000.00	Yes
23	Seal of Biliteracy and Civic Engagement	Support the Seal of Biliteracy and State Seal of Civic Engagement programs by providing staff training and materials to support unduplicated student in these programs and ensure that they have access to these programs.	\$40,000.00	Yes
24	Dual Language Immersion	Continue to expand and support the Dual Language Immersion Program including providing professional development for dual immersion staff.	\$20,000.00	No
25	AVID Program	Continue the Advancement via Individual Determination (AVID) program to support unduplicated students access to college preparatory coursework. Low-Income, ELs, RFEP, and Foster Youth will earn extra points on the criteria selection form for the AVID program.	\$507,000.00	Yes
26	Credit Opportunities	Continue to provide additional opportunities for students to earn credits for graduation such as summer school, first period (early period) at CHS, online classes, and high school classes offered at the intermediate school level.	\$0.00	No
27	Career Technical Education Pathways	Strategy 1.4 - Increase awareness and expand Career Technical Education Pathway opportunities that prepare all students for college and career readiness. Build, maintain, and strengthen the delivery of high-quality Career Technical Education (CTE) programs in one industry sector and two pathways, including priority and auxiliary industry sectors as defined by the Inland Empire/Desert Regional Consortium's Strong Workforce Program Regional Plan, by providing FTE and supporting our JPA ROP, Baldy View Regional Occupational Program at each high school.	\$978,264.00	No
28	CTE Pathways	CUSD will explore the development of additional CTE pathways and ways to create student interest in CTE in Grades 7 and 8, such as academies that prepare students for participation in a complete, high-quality career technical education pathway at the high schools.	\$0.00	No
29	CTE Partnerships	Explore additional Career Technical Education (CTE) partnerships to provide opportunities for secondary students, such as the Learning Center at Fairplex.	\$0.00	No
30	Multi-Tiered Systems of Support (MTSS)	Deliver targeted support and intervention for all students to narrow the achievement gap through evidence-based instructional strategies and differentiated instruction. Multi-Tiered Systems of Support (MTSS) will be implemented at every school, and supported through professional development, to ensure students are college and career ready. ELs, LTELs, RFEPs, Low-Income Students and Foster Youth will be given priority placement in MTSS programs.	\$384,000.00	No
31	Achievement Gaps	Plans of action to increase achievement for subgroups with the largest achievement gaps will be outlined and supported in each school's SPSA.	\$0.00	No
32	CLASP	Provide homework, tutoring, and recreational activities to students in an after-school setting. CUSD will partner with the community's Claremont After-School Program (CLASP) to support academically at-risk youth.	\$15,000.00	No

33	Intervention Teachers	Maintain elementary intervention teachers to provide academic support and intensive interventions in reading and mathematics to students with the greatest academic need pending the availability of one-time funds.	\$1,015,100.00	No
34	Intervention Services	Provide intervention services, programs, and supplemental materials for at-risk Low-Income Students and English learners before, during, and after school, including mathematics for English learners.	\$131,328.00	Yes
35	Structured Literacy	Provide ongoing professional development and material support in structured literacy and Unique Learning Systems (ULS), such as Orton-Gillingham, AIM Institute (or equivalent) to support unduplicated students in MTSS Tier I and II interventions.	\$73,000.00	Yes
36	Supplemental Materials	Purchase supplemental materials to support access to core content areas for English learners, Low-Income Students, and Foster Youth Districtwide.	\$85,000.00	No
37	Special Education	Special Education staff will participate in specialized California Standards training to support and improve access to core content subjects for Low-Income Students, ELs, and Foster Youth. This includes professional development opportunities provided by the East San Gabriel Valley Special Education Local Plan Area (SELPA).	\$5,000.00	No
38	Credit Recovery	Offer credit recovery opportunities to all pupils to ensure they can graduate high school on time.	\$55,000.00	No
39	Extended Year	Support English learners, Low-Income Students, and Foster Youth through an extended year program. Priority placement will be given to culturally and linguistically diverse students.	\$103,000.00	Yes
40	Co-teaching	Co-teaching will be explored across primary and secondary levels to ensure we support all students. Co-teaching allows our Special Education students to access General Education curriculum with the support of Special Education. In addition, it provides our Special Education students with additional time in a general education setting and provides modeling from their general education peers increasing success for students.	\$0.00	No
41	Technology Software	Purchase technology software for student intervention programs.	\$21,484.00	Yes
42	Foundations for Academic Success	Implement Foundations for Academic Success for identified at-risk Grade 7 & 8 students who would benefit from participation and additional support to better prepare them for high school.	\$40,000.00	No
43	English Language Development	Implement with fidelity designated and integrated English Language Development strategies to promote successful academic language acquisition and content mastery for English learners and LTELs. Ensure that all teachers have access to and are implementing the 2012 ELD standards.	\$0.00	No
44	ELD Materials	Supplemental English Language Development (ELD) materials and newcomer materials will be purchased to support daily ELD instruction. Provide copies of textbooks and dictionaries in languages other than English for EL Newcomers to ensure access to core curriculum.	\$5,000.00	No
45	ELD Staff Development	Provide targeted staff development to teachers who service ELs and LTELs, related to the specific needs of ELs and LTELs as well as engagement strategies. This includes PD for EL Facilitators to sufficiently support ELs, LTELs, Immigrants and site teachers.	\$50,000.00	Yes
46	Monitor Implementation of ELD	District administrators and principals will visit classrooms at least every six weeks to monitor implementation of ELD instruction and provide feedback. The ELD teacher will analyze English learner data to identify student needs and develop strategic instructional plans.	\$0.00	No
47	Director of Intervention and English Learner Programs	Maintain a Director of Intervention and English Learner Programs to develop, direct, and support all programs and activities related to MTSS, English learners and other special projects for ELs, Low-Income, and Foster Youth.	\$221,000.00	Yes

48	Support Immigrant/Newcomers	Maintain a full-time paraprofessional to support Immigrant/Newcomer ELs districtwide.	\$44,000.00	No
49	ELD Support Class	Emerging English learners in grades 7-12 will have an ELD/support class section added to their schedules.	\$0.00	No
50	Digital Environments	Provide safe digital environments that empower learners to be creators of meaningful work who contribute responsibly to a changing world. Maintain student access to instructional technology and software tools and ensure that unduplicated students have access to enhanced instructional technology and Science Technology Engineering Art Math (STEAM) labs.	\$105,000.00	No
51	Educational Technology	Provide educational technology professional development to promote and develop 21st Century skills and support access to classroom instruction for English learners, Low-Income Students, and Foster Youth in grades TK-12.	\$10,000.00	No
52	Leadership Development	Implement comprehensive leadership development for students, teachers, support staff, and administrators that serve unduplicated students. This will be achieved through cognitive coaching training, leadership seminars, Aspiring Leadership Seminars, New Administrator training, etc.	\$30,000.00	Yes
53	Class Size Reduction	Maintain Class Size Reduction at the continuation high school, and other school sites, if possible, to support At-Promise Low-Income Students, Foster Youth, English learners, and their families. Explore ways to offer additional choices and opportunities for students at the continuation high school.	\$176,141.00	Yes
54	Expansion of Academic Courses	Continue to expand academic courses and rigor at the intermediate level.	\$0.00	No

Goal

Goal #	Description	Type of Goal
2	In CUSD, every educational partner is critical in developing the whole child. Addressing the child's whole self includes focusing on social-emotional, physical, creative, cultural, and academic well-being. CUSD affirms every student's unique background and identity so that all students have access to academic, behavioral, and extracurricular and co-curricular opportunities as well as social-emotional supports to eliminate barriers to student achievement and wellness. Safety and wellness are essential components of an environment that is conducive to teaching and learning. CUSD fosters a culture that promotes educated and healthy choices to support student and staff well-being.	Broad Goal

State priorities address by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

<p>This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. In addition, an Equity Action Plan was developed to address needs in our district. According to the CA School Dashboard, CUSDs suspension rate and chronic absenteeism rate is in the yellow with disparities amongst student groups. The need to provide students, staff, and parents with behavioral, mental health and social-emotional learning resources and training was a recurring theme again this year in focus group and educational partner meetings.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 1,672 secondary students reported that they were involved in activities and programs inside or outside of the school (2,395 responses).			By the end of the 2026-2027 school year, the number of secondary students involved in activities and programs inside or outside of the school will increase by 10%.	

2	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 51% of student respondents did not participate in school activities because "activities were not of interest."			By the end of the 2026-2027 school year, the percentage of student respondents indicating that they did not participate in school activities because "activities were not of interest" will decrease to 45%.	
3	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 93% of elementary students and 91% of secondary students responded that they felt safe on campus.			By the end of the 2026-2027 school year, the percentage of students who either agree or strongly agree with the statement, "I feel safe on campus" will remain above 90% in both elementary (4-6) and secondary (7-12).	
4	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 85% of elementary students and 71% of secondary students reported that they enjoy going to school.			By the end of the 2026-2027 school year, the percentage of students that enjoy going to school will increase to 90% in elementary (4-6) and 75% in secondary (7-12).	
5	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 96% of elementary students and 89% of secondary students reported that their teachers care about them.			By the end of the 2026-2027 school year, the percentage of students reporting that their teachers care about them will remain above 90% in both elementary (4-6) and in secondary (7-12).	

6	LCAP Student Survey	Based upon the January/February 2024 LCAP Student Survey, 90% of elementary students reported that they are treated fairly by adults on campus. 89% of secondary students reported that they are treated fairly by their teachers.			By the end of the 2026-2027 school year, the percentage of secondary students reporting that they are treated fairly by their teachers in secondary will increase to 90% or higher; in elementary, the percentage of students reporting that they are treated fairly by the "adults on campus" will be maintained at 90% or higher.	
7	LCAP Parent/Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 88% of parents/community members reported that the school campus(es) is/are safe.			By the end of the 2026-2027 school year, the percentage of parents/community members reporting that school campus(es) is/are safe will increase to 90%.	
8	LCAP Parent/Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 89% of parents/community members either agreed or strongly agreed with the statement, "My student(s) feel(s) that their feelings matter to teachers."			By the end of the 2026-2027 school year, the percentage of parents/community members who either agree or strongly agree with the statement, "My student(s) feel(s) that their feelings matter to teachers" will increase to 90%.	
9	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 84% of staff (classified and certificated) reported that the school campus(es) are safe.			By the end of the 2026-2027 school year, the percentage of staff (classified and certificated) reporting that school campus(es) is/are safe will increase to 90%.	

10	LCAP Staff Survey	Based upon the January/February 2024 LCAP Staff Survey, 90% of staff (classified and certificated) either agreed or strongly agreed with the statement, "The school(s) is/are a place where staff members feel that they "belong."			By the end of the 2026-2027 school year, the percentage of staff (classified and certificated) who either agree or strongly agree with the statement, "The school(s) is/are a place where staff members feel that they "belong" will increase to 93%.	
11	P2 Attendance Report	The average attendance rate districtwide on P2 Attendance Report for 2023-24 was 94.34%.			By the end of the 2026-2027 school year, the average attendance rate Districtwide will be 95.0% or higher.	
12	Chronic Absenteeism Data; California School Dashboard Data	The 2022-2023 Districtwide chronic absenteeism rate was 16.1%. Foster Youth was 42.9% SED was 23.2% EL was 18.7%			By the end of the 2026-2027 school year, the Districtwide chronic absenteeism rate will decrease to 10% or lower; as well as for SED and EL students. The Foster Youth chronic absenteeism rate will decrease to 25% or lower.	
13	Data Quest Graduation Rate; California School Dashboard	The 2022-2023 graduation rate was 97.1% which is a "Blue" level ranking on the California School Dashboard. SED was 95.8% ELs was 88.9% Foster Youth was 100% (8 students)			By the end of the 2026-2027 school year, the graduation rate will be maintained at 95% or higher for all student groups as well as Districtwide. The District will maintain a "Blue" level ranking or higher on the California School Dashboard.	
14	Data Quest/Ed Data Drop Out Rates; California School Dashboard	The 2022-2023 4-year cohort dropout rate was 1.5%.			By the end of the 2026-2027 school year, the high school dropout rate will be maintained at 1.5% or lower.	

15	Data Quest Drop Out rate data; California School Dashboard	Based upon the CALPADS data collected in October 2023, the middle school dropout rate was 1.2%. As a note, the middle school dropout counts are based upon students who exited at the end of the academic year two years prior (to account for possible no shows) or exited during the prior academic year. (These are not students who didn't complete middle school but are students who were expected to return, who were never picked up by another California School, or who left with no known enrollment.)			By the end of the 2026-2027 school year, the middle school dropout rate will be 1% or less.	
16	California School Dashboard; DataQuest Suspension Data	The 2022-2023 Districtwide suspension rate was 2.3%. However, it was 15.6% for Foster Youth, 9% for Homeless Youth, 4.2% for SWD , 4.1% for SED, 3% for ELs, and 2.2% for Two or More Races.			By the end 2026-2027 school year, the District will maintain a Districtwide suspension rate of 3% or less; 5% or lower for Foster and Homeless Youth; and 3% or less for SWD, SED, and Two or More Races student groups.	
17	DataQuest Expulsion Data	The 2022-2023 Districtwide expulsion rate was 0.1%; no students were expelled.			By the end of the 2026-2027 school year, the number of expulsions will be three or fewer.	
18	Social Media Instructional Units	In the 2023-24 school year, every school site delivered social media instruction to students.			By the end of the 2026-2027 school year, every school will offer social media instruction to students annually.	

19	Parent Engagement Events and Calendar	In the 2023-24 school year, two workshops were offered, one in-person and one virtually.			By the end of the 2026-2027 school year, at least two educational events on social media will be offered to parents/community members and students.	
20	Websites	The 2023-2024 District website social services resources have been reviewed and updated to include new services for parents. Services that are no longer available have been deleted.			By the end of the 2026-2027 school year, the District Website resources for social services will continue to be reviewed annually and updated to include new services for parents. Services that are no longer available will continue to be deleted.	
21	Master Schedule	As of October 2023, 1,618 secondary students were enrolled in at least one Visual and Performing Arts course. *Some VAPA courses are CTE courses			By the end of the 2026-2027 school year, the number of secondary students enrolled in at least one Visual and Performing Arts course will increase by 10%.	
22	Master Schedule	As of January 2024, 392 elementary students have participated in the Elementary Instrumental Music Program. This is 100 more than last year.			By the end of the 2026-2027 school year, the number of elementary students participating in the Elementary Instrumental Music Program will increase to 450 students.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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	Extracurricular and Co-curricular Student Activities	Increase options for students to equitably participate in extracurricular and co-curricular activities during and after school.	\$0.00	No
2	After-school Opportunities for Elementary Students (ELOP)	Implement additional after school opportunities at the elementary school level through the Expanded Learning Opportunities Grant Program for unduplicated students. In addition, provide additional opportunities for students during recess and lunch.	\$1,510,000.00	No
3	Mentorship Opportunities for Foster Youth	Create mentorship opportunities for Foster Youth by connecting them to local college programs who serve Foster Youth (e.g., Citrus College FKCE, Mt. Sac, and Cal State San Bernardino).	\$0.00	No
4	TK-12 Visual and Performing Arts	Enhance visual and performing arts opportunities and experiences to appeal to a wide range of TK-12 students.	\$902,000.00	No
5	Claremont High School Music Room Renovation	Renovate the Claremont High School Music Room.	\$3,200,000.00	No
6	Local Arts Partnerships	Continue to partner with local organizations and businesses to enrich the music and art programs.	\$0.00	No
7	Elementary Instrumental Music Instruction	Continue to provide elementary instrumental music instruction in Grades 4-6 districtwide as well as provide program supplies and instruments to Low-Income students participating in the Elementary Instrumental Music Program.	\$145,000.00	Yes
8	Site Art Lead Teachers (SALTs)	Continue to provide visual and performing arts instruction districtwide by providing Site Art Lead Teachers (SALTs) to support the teaching of English learners, Low-Income Students, and Foster Youth through the arts at all elementary schools. Provide supplemental supplies and materials for Low-Income Students participating in arts programs.	\$30,000.00	Yes
9	Secondary Scheduling	Examine secondary scheduling and other barriers to address athletic/activity participation and	\$0.00	No

		academic conflicts.		
10	Digital Literacy Education	Expand digital literacy education to support responsible social media usage at elementary and secondary levels. Internet safety and social media education will be taught at all schools utilizing software such as Nearpod and offered to parents via parent workshops.	\$5,000.00	No
11	Student Leadership Development	Create additional opportunities for leadership development and the inclusion of student voices in school and district initiatives. This will be achieved via the Superintendent's High School Advisory Council (SHAC), Equity Advisory Council (EAC), School Site Council at the secondary level, etc.	\$0.00	No
12	Link Crew/Where Everyone Belongs	Maintain the Link Crew Program at Claremont High School and explore the implementation of the "Where Everyone Belongs" Club at El Roble.	\$24,650.00	No
13	Student Retention Programs	Evaluate, develop, and promote district programs to attract and retain students.	\$0.00	No
14	Attendance Awareness/Chronic Absenteeism	The district will maintain an attendance awareness campaign highlighting the value of partnerships to build and implement long-term plans, as well as an Attendance Task Force, to address current unusually high levels of absenteeism. Monitor student absences, including chronic absenteeism regularly. Student Success Teams (SST) and School Attendance Review Teams (SART) will meet to design improvement strategies for student attendance. Attendance letters will be sent home every two weeks for chronically absent students.	\$40,000.00	No
15	Attendance Support and School Stability	Support attendance and school stability of students experiencing homelessness and Foster Youth by utilizing alternative means of transportation, e.g. Hop Skip Drive.	\$15,000.00	No
16	Graduation Improvement for Foster Youth	Identify, analyze, and monitor relevant data points to adjust as necessary in ensuring graduation improvement for Foster Youth and students experiencing homelessness. Data points considered but not limited to would include dates leaving or entering the district mid-semester, percentage of earned partial credits issued or accepted, percentage of youth timely notified of and consulted with about their AB 167/216 and AB 1806 reduced graduation credit eligibility, number of youth using the exemption to graduate and/or graduating under district requirements within 4 and 5 years of high school.	\$0.00	No
17	Partial Credit Policy	Establish written partial credit policy and procedure for Foster Youth and students experiencing homelessness who enter and leave the district and ensure that staff are supported with training and resources to implement policy.	\$0.00	No
18	Equity	Honor each student's unique background and identity by protecting against marginalization, stigma, or exclusion, based on race, religion, gender, gender identity, sexual orientation, national origin, ancestry, or disability. The CUSD Equity Statement will be posted at each school site and included on the district website and all job postings.	\$0.00	No
19	District Connectedness	Administer various student, staff, and community surveys to address school and District connectedness, specifically with unduplicated students and their families. In addition, staff will collaborate with educational partners on ways to increase response rates.	\$20,000.00	Yes
20	School Stability	Continue to update policies, procedures, and infrastructure to increase school stability for Foster Youth and students experiencing homelessness, including immediate enrollment (within 48 hrs.) and upon disenrollment, timely transfer of records. Ensure staff receive training and resources to implement policy.	\$0.00	No
21	Foster Youth Placement	Develop a procedure to ensure proper placement for Foster Youth at a Non-Public School (NPS)	\$0.00	No

		that includes input from the STRTP (Short Term Residential Therapeutic Program), ERH (Educational Rights Holder) and the student.		
22	Professional Development	Implement systematic and ongoing professional development that includes culturally responsive teaching, inclusive language, and restorative practices. CUSD will train administrators, teachers, and staff in culturally responsive teaching and restorative practices to best support culturally and linguistically diverse students and create a positive and inclusive school climate for unduplicated students. In addition, restorative practices will be utilized with identified unduplicated students by trained staff as well as Just Us 4 Youth.	\$96,000.00	Yes
23	Positive Behavioral Intervention and Supports (PBIS) and Multi-tiered System of Supports (MTSS)	Provide a multi-tiered system that identifies, develops, and maintains academic, behavioral, and social-emotional supports to meet the needs of culturally and linguistically diverse students and students with disabilities. Maintain Positive Behavioral Intervention and Supports (PBIS) to develop an organized evidence-based positive behavioral interventions continuum that enhances social behavior and academic outcomes for all students. This includes on-going staff professional development in behavior strategies to best support students throughout the day.	\$15,000.00	No
24	Panther Ambassadors	Implement Panther Ambassadors as an elective course designed to develop leadership skills and promote a positive school culture and climate among Foster Youth, Low-Income, and students experiencing homelessness at the middle school.	\$30,000.00	Yes
25	Alternatives to Suspension	Continue to explore alternative means of correction in lieu of suspensions.	\$0.00	No
26	Student Resource Team (SRT)	Develop a Student Resource Team (SRT) which includes the District Liaisons of Youth and Family Services, Clinical Therapist for Foster Youth, and the Coordinator of Services Counselor (secondary level) and, when appropriate, a member of the Special Education team, to provide educational case management to Foster Youth, including a comprehensive needs assessment to improve access and participation in school based trauma informed mental health services, tutoring, extracurricular and after school enrichment programs (regardless of missed sign-up dates).	\$0.00	No
27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	Continue to provide two Board Certified Behavior Analysts (BCBA) to provide behavior coaching, psychotherapy, and support to identified English learner, Foster Youth, and Low-Income Students. BCBA's visit classrooms of ELs, Foster Youth, and Low-Income Students to observe and assess their behavior; meet with the families and teachers of these students to recommend ways to address behavioral issues; develop individual plans to correct, maintain, or improve certain behaviors; and help them meet their behavior goals.	\$316,000.00	Yes
28	Behavior Support Paraprofessionals	Provide the BCBA direct support with highly trained paraprofessionals that can provide staff development to others in behavior support.	\$224,000.00	No
29	TK-12 Academic Pathways	Articulate and communicate to all students, staff, and families available TK-12 academic pathways to college and career readiness that include prerequisites, courses, and enrollment options.	\$0.00	No
30	Graduation Policy	Establish a written AB 167/216 (Foster Youth/probation) and AB 1806 (homeless youth) graduation policy, and ensure staff are supported with training and resources to implement policy.	\$0.00	No
31	Student Participation in Academic Pathways	Evaluate academic pathways to eliminate barriers and encourage participation for culturally and linguistically diverse students and Students with Disabilities (SWD). Review and assess course prerequisites to ensure equity and accessibility for all students.	\$8,000.00	No
32	Life Skills Curriculum	Explore the development of curriculum at the secondary level that includes real life skills (like Financial Literacy, Health & Wellness, and Home Economics) for Foster Youth and students	\$0.00	No

		experiencing homelessness.		
33	Social and Emotional Learning and Enrichment Activities	Ensure access to and implementation of social and emotional learning and enrichment activities that support culturally and linguistically diverse students. Provide staff training and materials for Social and Emotional Learning to support unduplicated students K-12 by helping teachers create a classroom environment characterized by optimism, compassion, and engagement, promoting resilience, and fostering expressions of gratitude, empathy, and connection to others.	\$60,000.00	Yes
34	Support Positive Teacher-Student Relationships	Provide staff training on strategies to promote strong and positive teacher-student relationships such as Capturing Kids Hearts.	\$36,000.00	No
35	Drug, Alcohol, Tobacco, and Vaping Prevention/Intervention	Develop K-12 drug, alcohol, tobacco, and vaping prevention and intervention strategies that support healthy decision-making. This includes offering an alcohol/tobacco/vape cessation course at CHS and El Roble. In addition, the District will research and explore other research-based programs available for students of all ages.	\$0.00	No
36	Vaping Intervention	Provide vape sensors for each secondary restroom to help administrators identify students who vape and provide cessation intervention and consequences.	\$40,000.00	No
37	Tobacco Use Prevention Education	Fund a .2 FTE to coordinate the Tobacco Use Prevention Education program and continue and refine K-12 drug, alcohol, tobacco, and vaping prevention and intervention strategies with professional development for staff, supplies and program support costs.	\$40,000.00	No
38	Communication/Emergency Protocols	Establish clear communication practices, including universal emergency protocols, at each school site and the district office.	\$0.00	No
39	Wellness Resources	Support and communicate student and staff wellness resources and remove barriers associated with access to mental health services. • QR Code Wellness Cards linked to employee resources including our EAP, EASE, & Care Solace, are made available to all employees during onboarding and throughout the year. • QR Code Wellness Posters displayed at all district facilities in employee common areas.	\$0.00	No
40	Secondary Counselor Support	Continue to employ counselors to support secondary Low-Income Students and English learners above our base ratio of counselors. Lowering the base ratio of counselors to students will allow counselors to better identify the academic and social emotional needs of our Low Income and EL students. They will be better able to support and expand intervention services to increase success, provide academic guidance on meeting UC/CSU A-G requirements, promote CTE, and refer students for additional services as needed.	\$455,100.00	Yes
41	Mental Health/Substance Abuse Counseling	Offer counseling groups to include such topics as: Grief, Loss, and Depression; Anxiety; Social Skills and Making Connections, and or Substance Abuse.	\$40,000.00	No
42	Elementary Counseling Services	Provide counseling services at each elementary school site.	\$154,000.00	No
43	Additional Psychologist	An additional psychologist will be maintained to ensure additional support to Low-Income Students, Foster Youth, and their families. Support services will include conducting psychological and academic assessments; helping to reduce inappropriate referrals to Special Education; promoting positive behavior and mental health; improving student's communication and social skills; providing individual and group counseling; promoting problem solving, anger management and conflict resolution; providing positive peer relationships and social problem solving; and providing crisis prevention and intervention services.	\$48,200.00	Yes
44	Clinical Therapists	Three clinical therapists will be maintained to provide increased mental health services for Low-Income Students and Foster Youth. Services will include helping with emotional and social issues,	\$390,000.00	Yes

		such as helping to deal with breakups, feeling excluded, anxiety, depression, etc. Services will be individual and small group.		
45	Additional Secondary Mental Health and Counseling Services	Provide additional mental health and counseling services to students especially at the secondary level such as Care Solace/Day Break.	\$40,000.00	No
46	Health Coordinator Support	A health coordinator will follow up with school nurses and health aides to ensure that Low-Income Students and Foster Youth are being monitored for general health and vision, hearing, and dental screenings will be arranged. Low-Income Students and Foster Youth in need of dental work, glasses, and hearing devices will be assisted in obtaining these services through outside sources.	\$55,000.00	Yes
47	Campus Safety	Ensure campus safety, enhance supervision throughout the school day and at school sponsored events as appropriate, and evaluate and refine the role of the School Resource Officer (SRO). Secondary school sites will continue to monitor, assess, and strengthen campus safety protocols and provide staff training opportunities on behavioral health and mental health issues, including suicide.	\$0.00	No
48	Security Monitoring	Additional cameras will be added to both El Roble and San Antonio High Schools for increased safety.	\$40,000.00	No
49	Behavioral and Mental Health Staff Development	Provide staff training opportunities on behavioral health and mental health issues, including suicide.	\$8,000.00	No
50	Campus Monitor Staff Development	Provide SB390 training to all Campus Monitors before the start of every school year	\$16,500.00	No
51	Student Social Services Support	Promote awareness of available resources and utilize strategies to meet individual student's basic needs. Maintain an updated resource directory of available social services in the community and post on the website.	\$0.00	No
52	Online Parent Resources	Continue to provide and promote the monthly online Resource Roundup for parents and caregivers of Foster Youth to share updates and resources specific to families and students impacted by the foster care system.	\$0.00	No
53	Basic Support Services	Student Services Department staff members will provide support to students experiencing homelessness and Foster Youth throughout the year. Examples of necessities are clothing, school supplies, and bus passes. Using donated funds, groceries and toiletries have been purchased and delivered to students in need.	\$7,000.00	Yes

Goal

Goal #	Description	Type of Goal
3	In CUSD, we are committed to ensuring that family engagement is inclusive by enhancing and valuing the diverse perspectives of our educational partners. We establish an integrated approach by connecting and aligning home and school as we empower families to support student success. We leverage our community partners and communicate the opportunities and resources available for students, staff, and families.	Broad Goal

State priorities address by this goal.

3

An explanation of why the LEA has developed this goal.

<p>This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. Parent feedback indicated a need for additional opportunities for participation in these areas; therefore, this goal was designed. While approximately 81% of parents felt that they had opportunities to be part of discussions about the school through surveys and advisory groups, only 73% believed that they are given useful information about how to improve their child's progress. These have declined over the past couple of years. Additionally, approximately 70% indicated that they are provided with resources and or ideas for supporting their student with the California State Standards. Throughout the year, we have heard from parents and students in regards to communication, and the need for more of it at all levels.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	PIQE and other Parent Workshop/Claes Graduate Numbers	For 2023-2024, 969 parents/guardians have participated in PIQE and other parent workshop/classes to date.			By the end of the 2026-2027 school year, the number of parents participating in PIQE and other Parent Workshop/Claes will increase to 1200.	

2	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 81% of parents either strongly agree or agree that they have opportunities to be part of discussions about the school through surveys and advisory groups.			By the end of the 2026-2027 school year, the percentage of parents who either strongly agree or agree that they have opportunities to be part of discussions about the school through surveys and advisory groups will increase to 85%.	
3	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 75% of parents either strongly agree or agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops."			By the end of the 2026-2027 school year, the percentage of parents who either strongly agree or agree when asked, "There has been an increase in opportunities to be involved in and participate in parent advisory groups and/or workshops" will increase to 85%.	
4	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 70% of parents reported that they strongly agree/agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."			By the end of the 2026-2027 school year, 85% of parents will report that they strongly agree/agree when asked "The school provides me with resources and/or ideas for supporting my student with the California Standards."	

5	LCAP Parent and Community Survey	Based upon the January/February 2024 LCAP Parent and Community Survey, 73% of parents reported that they strongly agree/agree when asked "The teachers and schools give parents useful information about how to improve their child's progress."			By the end of the 2026-2027 school year, the percent of parents who report that they strongly agree/agree when asked "The teachers and schools give parents useful information about how to improve their child's progress." will increase to 80%.	
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Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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	Optimize Communication	Optimize communication efforts to improve and ensure consistency in promoting, messaging, and branding, utilizing various communication platforms including the district's website. CUSD will ensure culturally competent communication with all educational partners. Website postings, parent information meetings, Remind, Peachjar and targeted Apptegy messages will inform parents of educational opportunities and information.	\$50,000.00	No
2	Director of Communication	Maintain the Director of Communication position to develop, implement, and administer the district's public information program plan, including the coordination of effective media releases and communication with the public. Create and distribute digital and print publications and marketing products. Monitor and create social media content, District web platforms and related products highlighting District events and engaging the public. Create branding items and continual communication of the District Strategic Plan and District events, correspondence from the Superintendent, and other related projects, including developing crisis communications when needed.	\$243,967.00	No
3	Community Advisory Council	Community Advisory Council meeting schedules and SELPA parent education opportunities will be communicated to parents of Special Education students.	\$0.00	No
4	Communication and Supports for Foster Youth and Families	Strengthen communication with schools to promote awareness on supporting Foster Youth and their families (highlight community partners, stories, resources).	\$0.00	No
5	Foster Youth Advisory Council	Continue to support and grow the Foster Youth Advisory Council and create a District webpage to support initiatives.	\$0.00	No
6	School Newsletters	School newsletters will communicate information about the California Standards and how to help support students throughout the school year.	\$0.00	No
7	Mental Health Resources	Provide parents with resources and information on mental health.	\$0.00	No
8	Student Support	Increase awareness regarding resources and services to engage families and support student success at all schools, including student transitions from elementary school to intermediate school and intermediate school to high school.	\$0.00	No
9	School-based Parent Engagement	Each school will provide unique educational opportunities for parents that include topics such as California Standards, Digital Citizenship, Mental Health, Active Parenting, Social and Emotional Learning, etc.	\$10,000.00	No
10	District-based Parent Engagement	The District will coordinate parent education seminars on topics of relevance to the school and community such as, Social and Emotional Learning; Diversity, Equity, and Inclusion; and Substance Abuse including drugs, tobacco, and vaping; etc. in multiple languages to support our English learner, Foster Youth, and Low-Income Students.	\$10,000.00	Yes
11	Parent Information Night for English Learners	A parent Information night will be held in the fall for all parents of English learners (babysitting will be provided). Schools will offer parent walkthroughs at sites so that families can better understand EL instruction and learn how to support their students at home.	\$300.00	No
12	English Learner Communication	Communication to English learner families will be sent home throughout the school year, and will share information about the EL program, California Standards, and tips on how families can support their EL student at home.	\$0.00	No

13	Academic Progress and Communication on UC-CSU A-G Requirements	School staff will provide families with information regarding student academic progress and communicate in a timely manner. Additionally, school staff will provide families with information on UC-CSU A-G requirements at all grade levels.	\$0.00	No
14	Translations	Translations will be provided for all schools that meet the 15% threshold. In addition, resources for translations for other languages will be offered to site administration staff.	\$15,000.00	Yes
15	Advocacy and Engagement	Expand opportunities for students, staff, and families to participate on committees that strive to ensure advocacy and engagement in the decision-making processes.	\$0.00	No
16	Equity Advisory Council (EAC)	The Equity Advisory Council (EAC) will continue to examine the impact of CUSD policies, procedures, and practices on historically marginalized students and families.	\$0.00	No
17	Parent Advisory Groups	The District will expand parent advisory groups to include culturally and linguistically diverse groups.	\$0.00	No
18	Special Education Advisory Council	Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA.	\$0.00	No
19	Special Needs District Support Group	Parents of students with special needs will have the opportunity to participate in a District support group for parents of Students with Disabilities to support each other, collaborate, and provide CUSD with suggestions on trainings, ways to support families of children with disabilities and identify needed resources (i.e., coffee with the Director, etc.).	\$0.00	No
20	English Learner Facilitator	Ensure each school site has a certificated English Learner Facilitator to support teachers as well as the District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings and activities. EL Facilitators work as instructional coaches and provide resources to mainstream content teachers as they work to meet the needs of ELs.	\$18,200.00	Yes
21	Preschool Parent Involvement	Provide opportunities for parents of preschool students to participate on District committees and District parent involvement activities.	\$0.00	No
22	Colleges, Universities, and Community Organization Partnerships	Strengthen partnerships with colleges, universities, and community organizations to build capacity and meet the diverse needs of students and families.	\$0.00	No
23	Claremont Educational Foundation	The District will support the efforts of the Claremont Educational Foundation (CEF). The Superintendent and a school board member will attend these meetings, as well as a principal representative.	\$0.00	No
24	Student Support Services	Expand and coordinate services to support students who are experiencing homelessness or are in foster care.	\$0.00	No
25	Youth and Family Services Liaison	The Youth and Family Services Liaison will continue to support English learner parents, Low-Income families, and families supporting Foster Youth by planning trainings such as PIQE, Latino Literacy Project, Family Stories, Graciela's Dream, and PrepNOW! Each year, they will create a robust calendar of workshops for CUSD families, especially our English learner parents, Low-Income families, and families supporting Foster Youth. Additionally, they will provide translations at meetings, when needed. A District webpage with resources specifically for these families, will help acquire computers and hotspots to assist Foster Youth with technology, provide materials and supplies, and develop a system to monitor all Foster Youth.	\$77,900.00	Yes
26	Senior Liaison of Youth and Family Services	Maintain a Senior Liaison of Youth and Family Services to provide direct support and services to students and their guardians identified as Foster Youth and/or students experiencing homelessness and ensure that they are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. They will coordinate and collaborate with the state coordinator, community, and school personnel responsible for the provision of education and related services to students	\$171,210.00	Yes

		experiencing homelessness and Foster Youth. This position will assist in closing any educational achievement gaps by identifying and problem-solving school related concerns, connecting youth and their families to community resources and services, operating as an educational liaison with the student's social workers, and serving as liaison with other public and private agencies.		
27	Family and Community Engagement	Utilize all available data to guide informed decision-making districtwide to promote family and community engagement.	\$0.00	No
28	Information Services Specialist and Clerical Assistant	Retain an Information Services Specialist and Clerical Assistant to support the development and administration of local assessments and the creation of assessment reports to develop plans of action to increase the achievement of English learners, Low-Income Students, and Foster Youth.	\$131,000.00	Yes
29	Child and Adult Care Food Program (CACFP)	Conduct a comprehensive evaluation to determine the feasibility of establishing a Child and Adult Care Food Program (CACFP) supper site at Vista, aimed at addressing food insecurity and promoting healthy nutrition among students.	\$0.00	No

Goal

Goal #	Description	Type of Goal
4	CUSD effectively maximizes human and financial resources to support every student's educational journey. Human Resources and Business Services commit to ensuring excellence in every interaction and providing students and staff with the necessary resources to achieve the district's strategic plan.	Broad Goal

State priorities address by this goal.

1

An explanation of why the LEA has developed this goal.

This goal is a result of the extensive educational partner engagement that was completed through the development of The CUSD Commitment and supported by feedback provided by educational partners through LCAP surveys, meetings, and data. Based on feedback received from educational partners in meetings and surveys, there is a continued need to address teacher credentials, instructional materials, and facilities. Staff survey data identified Basic Services as one of the top three State Priorities that should be the focus of district resources. Additionally, the Equity Advisory Council has identified needs in the area of staffing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Commission on Teacher Credentialing Audit; Williams Act Report; CALPADS; Internal Reports	For 2023-24, 100% of certificated and classified staff were appropriately assigned and credentialed.			By the end of the 2026-2027 school year, 100% of certificated and classified staff will be appropriately assigned and credentialed according to state requirement.	

2	CALPADS; Helios; LACOE Human Resource System; and Internal Reports	For 2023-2024, the ethnic breakdown of certificated staff is 1% American Indian/Alaskan Native, 6% Asian, 2% Black/African American, 4% Decline to State, 25% Hispanic, 2% Filipino, 4% Native Hawaiian/Other Pacific Islander, and 56% White. The current ethnic breakdown of students is 27% White, 46% Hispanic or Latino, 5% African American, 11% Asian, and 11% Other/Declined to State.			By the end of the 2026-2027 school year, the demographics, by percentage, of certificated staff, who are appropriately assigned and credentialed according to state requirement, will increase by 10% for Hispanic or Latino, 2% for African American, and 5% for Asian, in order to more closely reflect that of the student population that they serve.	
3	Facilities Inspection Tool (FIT)	Based upon the fall 2023 FIT reports, we have 10 schools rated "exemplary" and one rated "good."			By the end of the 2026-2027 school year, all schools will be rated as "exemplary" as measured by the Fall 2026 Facilities Inspection Tool (FIT).	
4	Curriculum List; Internal Reports and Records; Williams Act Report	The fall 2023 William's Textbook Sufficiency Report shows that 100% of our students have access to standards aligned instructional materials and have updated units of study in ELA, Math, Science, and Social Science.			By the end of the 2026-2027 school year, all K-12 students will have access to standards aligned instructional materials and have updated units of study in ELA, Math, Science, and Social Science.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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	Balanced Budget	Maintain a balanced budget that aligns with the district's strategic plan.	\$0.00	No
2	Fiscal Status Reporting	Communicate the District's fiscal status and outlook at each reporting period with the Board of Education and Educational Partners.	\$0.00	No
3	Attendance Rates	Monitor and communicate enrollment and attendance rates to ensure that multi-year revenue projections reflect changes as needed.	\$0.00	No
4	Ensure Adequate Funding	Continue to identify Low-Income Students, English learners, Free or Reduced-Price Meals Students, and Foster Youth to ensure adequate funding.	\$0.00	No
5	Staffing	Recruit, hire, support, and retain exceptional staff who reflect CUSD's core values and are increasingly representative of student demographics. <ul style="list-style-type: none">• Expand presence at job fairs.• Refine recruitment process to include The CUSD Commitment core values, Equity Statement, Equity focused interview, and reference check questions.• All CUSD job descriptions include the district equity statement.• The CUSD website features staff members and students that represent our district's demographics.• A hiring banner was created that reflects our district's demographics.	\$71,000,000.00	No

		<ul style="list-style-type: none"> • Implement Year 2 of the Aspiring Leader Seminar to develop our own future leaders and administrators. • Provide a two-day orientation for new hires. • Support staff through such activities as: <ul style="list-style-type: none"> ○ New teacher summer training ○ Ongoing professional development ○ Ongoing curriculum support • Provide new and veteran teachers with professional development and support to foster retention. 		
6	Salaries	CUSD will continue to ensure that salaries remain competitive.	\$0.00	No
7	New Teachers	New teachers will participate in the Foothill Consortium for the purposes of support and receiving professional development.	\$35,000.00	No
8	Interdepartmental Operations	<p>Refine and communicate Human Resources and Business Services processes to enhance efficiency and effectiveness.</p> <ul style="list-style-type: none"> • Review all HR forms and revise as needed to improve ease of use and accuracy. • Include focus areas in Board updates and administrative meetings. • Refine open enrollment process for health benefits - Website & Google Form. • Digitize employee records in compliance with the law. • Revise Spotlight on Excellence nomination process and increase nominations. • Partner with Business Services to consolidate C3 and C5 payroll building and payout. • Streamline longevity placement process. • Refine annual employee notification process to an electronic format. • Revise directed attendance process. • Refine volunteer clearance and onboarding process. • Refine reasonable assurance notification to electronic process. • Expand use of Helios for HR functions. • Helios evaluation training and updates to the program. • Review and update Helios data. • Add all records and forms on Helios. • Ensure compliance with labor law and contract provisions. • Communicate processes for designated points of contracts between departments. • Refinement to templates for all job postings. • Expand use of job posting platforms <ul style="list-style-type: none"> ○ Nemnet, School Gig, Edjoin, Indeed, Handshake, Edcal, EdWeekly • Refine employee TB verification process for current and new employees (partner with Student Services). • Eliminate practice of physical requirement for new employment. 	\$0.00	No
9	Human Capital Management (HCM)	Business Services and Human Resources will collaborate to transition to the Human Capital Management (HCM) Payroll and Human Resources system.	\$0.00	No
10	Payroll Services	<p>Optimize payroll services by consolidating timesheets and streamlining the process for employees and substitutes.</p> <ul style="list-style-type: none"> • Partner with Business Services to consolidate C3 and C5 payroll building and payout. • Shift the process of paying subs off timesheets to paying from the Frontline system. 	\$0.00	No
11	Nutrition	Enhance the student meal experiences by offering fresh, nutritious, and appealing options. Seek input from students in menu development to ensure meals are appealing to students, while remaining compliant with state and federal guidelines.	\$0.00	No
12	School Menus	Collaborate with the Director of Communications to promote menu updates to students and families via newsletters and social media.	\$0.00	No

13	Wellness Committee	Meet with the established Wellness Committee to create an action plan to promote nutrition education and physical activity at school.	\$0.00	No
14	Vegetarian Menu Options	Provide and promote the availability of vegetarian options to students and parents.	\$0.00	No
15	Nutrition Education	Explore options to integrate nutrition education into existing curriculum in collaboration with Educational Services.	\$0.00	No
16	Facilities	Upgrade and maintain safe and clean facilities that support student learning. Perform routine site walks with principals to identify and prioritize facility needs, including districtwide restroom improvements.	\$0.00	No
17	Gender Neutral Restrooms	Identify facilities at each site to ensure successful implementation of SB 760 requiring at least one all-gender restroom for pupil use by July 2026.	\$0.00	No
18	School Facilities Funding Program	Conduct an analysis to determine eligibility for the School Facilities Funding Program for the purpose of constructing new school facilities and modernizing existing school facilities.	\$20,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,011,681.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.31%	0.00%	\$0.00	7.31%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(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 4; Goal 2, Action 22	Standardized Test Scores According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. However, Homeless students scored in the very low performance level at 75.9 points below standard. In addition, the following student groups fell in the low performance level: English Learners (42.6 pts. below) and Socioeconomically Disadvantaged (12.3 pts. below). According to the 2023 Dashboard, CUSD Mathematics performance level was in the	Teachers and paraeducators will receive professional development on the California Standards and how to meet the diverse needs of English learners, struggling Low Income Students, and Foster Youth. Teachers on Special Assignment (TOSAs) will provide training, modeling, and coaching of effective instructional strategies, to teachers and paraeducators. Staff members will also be given opportunities for articulation. Professional development on California Standards, Structured Literacy, Kagan Strategies, Thinking Maps, Write from the	CAASPP scores in English Language Arts and Math will be utilized to measure these actions' effectiveness.

medium performance level (green). However, Homeless (100.5 pts. below standard) were in the very low performance level. Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP.

Unduplicated count students are in need of access to research-based instructional strategies in their classrooms to support their academic growth in English language arts and math.

Beginning and Beyond, Response to Intervention, and PBIS. Teachers will attend training to further develop their skills and strategies in supporting English learners and struggling Low-Income students in content classes. We need to continue to implement systematic and ongoing professional development that includes culturally responsive teaching, inclusive language, and restorative practices. Behavior and academics are closely tied, and we wish to support our students' behavior to increase academic achievement.

The California ELA/ELD Framework states, "Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework (Killion and Hirsh 2013; Darling-Hammond, and others 2009)" (Chapter 11, p. 4).

Hattie's synthesis of 800 meta-analyses found that professional development has an effect size of 0.62 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 119-121).

Wei, Darling-Hammond, and Adamson found, "Rigorous scientific studies have shown that when high-quality [professional development] approaches are sustained by providing teachers with 50 or more hours of support per year, student test scores rise by an average of 21 percentage points" (Wei, Ruth C., Linda Darling-Hammond, and Frank Adamson. 2010. Professional Development in the United States: Trends and Challenges, Phase II of a Three Phase Study, Technical Report. Dallas, TX: National Staff Development Council and Stanford Center for Opportunity Policy Education in Education. P. 1)

These actions are being provided LEA-wide because all students can benefit from the professional development of teachers and staff.

Goal 1, Action 7; Goal 2, Action 7, 8, 33	<p>When comparing the chronic absenteeism rates for Foster Youth, English learners, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, 2.6% higher for English learner students, and 7.1% higher for Low-income students.</p> <p>Unduplicated count students are in need of access to arts integration and materials to increase school connectedness.</p>	<p>The Arts TOSA, in conjunction with the Site Art Lead Teachers, will support the integration of Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM) into content lessons and provide professional development, collaborative coaching, and instructional support in the arts for their colleagues which will meet the unique needs of our ELs, Low income, and Foster Youth throughout the year by connecting subject matter content with the arts.</p> <p>“Visual and performing arts are an integral part of a comprehensive curriculum and essential for learning in the 21st century. All California students from every culture, geographic region and socioeconomic level deserve quality arts learning in dance, music, theater, visual arts and media arts as part of the core curriculum” (CCSESA, 2014). To ensure our low-income students are not left behind and receive a comprehensive educational program, we will provide materials and a stipend to a lead teacher at each elementary school to support the integration of visual and performing arts in our instructional programs and curriculum., especially for our ELs, Low Income students, and foster youth. We will also provide materials and supplies for low-income students who are participating in the elementary instrumental music program. These students should not be prohibited from participation because of their financial or home situation. We understand that participating in the arts provides connections to other content areas and allows students to demonstrate creativity and expression.</p> <p>These actions are being provided on a LEA-wide basis because all students can benefit from social emotional learning and arts integration.</p>	Absenteeism rates will be utilized to measure these actions' effectiveness.
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Goal 1, Action 20	<p>Based on 2023-24 IBMYP enrollment data, there is a disparity between unduplicated students and Districtwide data. There were 771 students enrolled in the IBMYP districtwide. However, only 190 were SED, 8 were EL, and 6 were Foster Youth.</p> <p>Unduplicated count students are in need of rigorous educational experiences that connect real-world learning to academic endeavors.</p>	<p>We feel that the implementation of the IB Middle Years Program in Grades 7-10, giving priority to English learners, Foster Youth, and Low-income students, will increase their academic success. This program links academic studies with the real world and provides them opportunities that otherwise would not be available to them. This program also has a direct link to the implementation and support of the Seal of Biliteracy and State Seal of Civic Engagement programs. These programs encourage unduplicated students to expand and enhance their native language (ELs) and tie their learning to the community.</p> <p>Our plan is to expand the International Baccalaureate program which supports the diverse needs of English learners, Low-Income students, and Foster Youth. The MYP encourages links between academic subjects and real-world contexts. It has an emphasis on local and global citizenship and its ability to promote connections to the local community. MYP is a path trying to develop not just subject content, but to have students develop as a whole, put back into the community and see the links between learning areas. Students can build their skills so that they can develop not only internally but externally with others. ("What are the benefits of the International Baccalaureate Middle Years Programme for teaching and learning?" by Perry, Ledger, and Dickson)</p> <p>These actions are being provided on a school-wide basis in our junior high and comprehensive high school because all students can benefit from the increased rigor and global-minded approach of the IBMYP.</p>	Enrollment rates in the International Baccalaureate Middle Years Program will be utilized to measure this action's effectiveness.
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Goal 1, Actions 22, 23, 25; Goal 2, Action 40	<p>According to the 2023 California School Dashboard, our Graduation Rate (97.1%) is 10.7% higher than the Statewide Graduation Rate (86.4%). The Graduation rate for Homeless (79.2%), Socioeconomically Disadvantaged (95.8%), and English Learner (88.9%) student groups are also above the Statewide rate. There is no performance color for Foster Youth.</p> <p>Analysis of the Fall 2023 California School Dashboard College/Career Indicator (CCI) showed the percentage of students in the Class of 2023 that qualify as Prepared was 64.1%. However, Homeless students were only 17.4% prepared and Socioeconomically Disadvantaged students were only 51.3% prepared, and English Learners were only 7.7% prepared. There was no performance level for English Learners or Foster Youth. Students completing the UC/CSU A-G requirements was 61.7% districtwide. The combined rate percent for English learners was 7.4% and 46% for Low-income students. There was no data for Foster Youth.</p>	<p>Citrus College's Early College Program (dual enrollment) provides unduplicated students access to college credits prior to exiting high school. In order for unduplicated students to participate, they need materials as well as transportation for these classes if they are offered on Citrus's campus.</p> <p>The Advancement Via Individual Determination (AVID) program has proven effectiveness. Although 79% of AVID seniors are from a low socioeconomic status background, and 93% are underrepresented students, 93% complete 4-year college entrance requirements and 86% of AVID students who apply to four-year colleges are accepted (https://www.avid.org/). By giving our Low income, English learners, and Foster Youth extra points on the criteria selection form for the AVID program, we feel this will help them meet their academic potential.</p> <p>Support for unduplicated pupils to obtain the Seal of Biliteracy and the Seal of Civic Engagement will help to ensure students are college and career ready.</p> <p>An additional secondary counselor is needed to support unduplicated student enrollment in all mentioned programs.</p>	Graduation rates, the California Dashboard College/Career Indicator, and A-G completion rates will be utilized to measure these actions' effectiveness.
Goal 1, Actions 35, 39, 41, 53	<p>Standardized Test Scores According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. However, Homeless students scored in the very low performance level at 75.9 points below standard. In addition, the following student groups fell in the low performance level: English Learners (42.6 pts. below) and Socioeconomically Disadvantaged (12.3 pts. below). According to the 2023 Dashboard, CUSD Mathematics performance level was in the</p>	<p>Targeted interventions will support an increase in academic achievement. Intervention programs, with necessary software and materials, will be utilized for high dosage tutoring. This includes an extended year (summer school) as well as before, during, and after school programs, and Early Literacy programs that target unduplicated students with preferential opportunities to participate.</p> <p>At sites, specifically at SAHS and Title I schools, we want to reduce class size. Smaller class size has several benefits for students, especially our at-risk Low -Income Students, Foster</p>	CAASPP scores in English Language Arts and Math will be utilized to measure these actions' effectiveness.

medium performance level (green). However, Homeless (100.5 pts. below standard) were in the very low performance level. Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP.

Unduplicated count students are in need of targeted interventions and smaller class sizes to build foundational skills in both math and English language arts.

Youth, and English learners. It allows the coursework to be adapted to fit the needs of the students. Teachers are able to get to know a small group of students faster and tailor their approach according to the learning styles of the group. This prevents students from having to learn about a topic they have already mastered and allows them to move on to the next topic. Smaller classrooms are conducive to hands-on assignments, allowing students to experience firsthand the subjects they are learning about. Smaller classes encourage participation which is an incentive for students to pay attention and become involved. When students feel more motivated to participate in a small class, they tend to get more out of it. Students are able to share their ideas and ask questions about topics they do not understand. Students receive more feedback from instructors which results in a better, more effective learning experience. Students in smaller classes benefit from a more thorough assessment of their work. Finally, there is more opportunity to learn from peers. Students have a better chance to get to know their classmates in smaller classes and benefit from their comments on assignments and presentations. In addition, each student's contribution is acknowledged, particularly in discussion settings. Students are able to learn from one another based on the contributions they make during class. While there is a lot of debate on the effectiveness of class-size reduction, there is consensus that "once the class size fell below about 15, learning increased progressively as class size became smaller" - (Glass and Smith, Meta-Analysis of Research on Class-size and Achievement, 1979).

The average class-size at our continuation high school is below 15 students. And some intervention courses are also below 15 students.

Our reduced class-size allows us to provide additional support to the continuation high school students, as well as other sites, who are at-risk of not graduating High School.

These actions are being provided on a LEA-wide basis for targeted intervention and a school-wide basis for reduced class size because all students can benefit from intervention and smaller classes.

Goal 2, Actions 19, 24	<p>When comparing the chronic absenteeism rates for Foster Youth, English learners, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, 2.6% higher for English learner students, and 7.1% higher for Low-income students.</p> <p>Unduplicated count students lack a sense of school connectedness and need ways to communicate their feelings about school and support to create school connections and a positive school culture.</p>	<p>CUSD will administer student, staff, and community surveys. School connectedness and positive school culture will be measured and fostered to raise attendance rates. It is essential that we have survey tools to assess the needs of students, staff and the community and professional development that helps educators identify and overcome barriers to pupil engagement and positive school climate. According to the National Education Association's research brief Importance of School Climate, "A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa et al., 2012)" (p. 1).</p> <p>At the intermediate school, CUSD will add an elective course called 'Panther Ambassadors' that is designed to promote a positive school culture.</p> <p>Implementing programs that foster positive school culture, and monitoring student opinion of the programs will support increasing attendance rates.</p> <p>These actions are being provided on an LEA-wide basis for surveys and a school-wide basis for our Intermediate school class offerings because all students can benefit from positive school culture and sharing their opinions.</p>	Absenteeism rates will be utilized to measure these actions' effectiveness.
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<p>Goal 2, Action 27</p>	<p>When comparing the suspension rates for Foster Youth, Homeless, Low-income students, and English Learners to the districtwide rate (2.3%), we found that it was higher for all groups. In 2022-23, the suspension rate was 13.3% higher for Foster Youth, 6.7% higher for Homeless, 1.8% higher for Low-income students, and 0.7% higher for English Learners.</p> <p>Unduplicated count students need systematic behavior support to increase positive behaviors and decrease suspension rates.</p>	<p>Since the data shows that our English learner, Foster Youth, and Low incomes students have higher suspension rates, we want to continue with 2.0 FTE Board Certified Behavior Analysts (BCBA) to provide behavior coaching, psychotherapy, and support to identified English Learner, Foster Youth, and Low-Income students. They will visit the classroom of these students to observe and assess their behavior; meet with their families and teachers to recommend ways to address behavioral issues; develop individual plans to correct, maintain or improve certain behaviors; and help them meet their behavior goals.</p> <p>While Medicaid and the Children's Health Insurance Program pay for counselors and therapists for children that need more rigorous treatment off-campus, schools must teach students self-awareness and emotional self-regulation, and identify when a student needs a referral to receive one-on-one treatment. It is our hope that a Board-Certified Behavior Analyst will help us identify and address student behavioral and emotional needs.</p> <p>According to John Hattie's book, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Response to Intervention has an effect size of 1.07 and early intervention has an effect size of 0.47 which are both in the zone of desired effects. "There is also preliminary evidence suggesting that PBIS is associated with sustained changes in schools' internal discipline practices and systems (Bradshaw, Mitchell, & Leaf, in press; Nersesian, Todd, Lehmann, & Watson, 2000; Taylor-Greene & Kartub, 2000) and improved academic performance (Horner et al., in press)" according to Catherine P. Bradshaw, Christine W. Koth, Katherine B. Bevans, Nicholas Ialongo, and Philip J. Leaf, Johns Hopkins Center for the Prevention of Youth Violence 2008 article.</p> <p>This action is being provided on a LEA-wide basis because all students can benefit from increased behavioral support.</p>	<p>Suspension rates will be utilized to measure this action's effectiveness.</p>
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<p>Goal 2, Actions 43, 44, 46</p>	<p>When comparing the chronic absenteeism rates for Foster Youth, Homeless, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, and 7.1% higher for Low-income students.</p> <p>We know that Foster Youth and Low-income students have unique health care needs and often do not have access to needed services. In addition, we realize that there are both acute and chronic psychological and emotional stresses and experiences associated with a socioeconomically disadvantaged or Foster Youth status.</p>	<p>CUSD will provide a health coordinator to ensure support services are available to Low-Income and Foster Youth students and their families. Additionally, CUSD will provide targeted psychological support and therapy, including increased mental health and counseling to ensure these services are available to these students and their families. This includes needed social-emotional learning curriculum at the elementary and secondary levels as well as various survey instruments to measure school connectedness.</p> <p>“Approximately 20% of all children have a chronic illness, and about one-third of that number experience consequences severe enough to interfere with school functioning and performance”. Research suggests that professional school counselors and health support services play an important role in effectively addressing student needs and facilitating support.</p> <p>According to the National Center for Children in Poverty, chronic absenteeism in kindergarten has the lowest academic performance in first grade. Poor children who had chronic absenteeism in kindergarten had the lowest performance in reading and math in fifth grade. There has been an increase of 25% of students returning to class when healthcare is offered on-site.</p> <p>Nearly forty percent of youth who needed mental health care between 2011-12 did not receive the necessary treatment, according to the Children’s Defense Fund’s 2014 State of America’s Children report. For families living in poverty, that number reached 45 percent, and for black and Latino children, it was 55 and 46 percent, respectively. The pandemic has only worsened the situation. We want to address that need and would like to provide mental health and counseling services to our low income students in need of this support.</p> <p>Kelly Vaillancourt Strobach, Director of Government and Professional Relations from the National Association of School Psychologists said, “I’m hopeful that some of this decreased focus on the importance of standardized tests may alleviate some of these challenges [behavior challenges] because principals might feel that they’re actually, able to dedicate some more time during their school day to student wellness [mental health and psychotherapy support].”</p> <p>These actions are being provided on a LEA-wide basis because all students can benefit from increased mental and physical health support.</p>	<p>Absenteeism rates will be utilized to measure these actions' effectiveness.</p>
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<p>Goal 3, Actions 10, 25, 26</p>	<p>When comparing the chronic absenteeism rates for Foster Youth, English learners, and Low-income students to the districtwide rate (16.1%), we again saw that it was higher for all groups. The chronic absenteeism rate was 26.8% higher for Foster Youth, 11.4% higher for Homeless, 2.6% higher for English learner students, and 7.1% higher for Low-income students.</p> <p>Unduplicated count students need the support of their families to be engaged at school.</p>	<p>Parent Engagement is essential in supporting students at school. By providing parent engagement opportunities, and personnel to coordinate assisting parents of all students, with emphasis on supporting unduplicated students, we can address the absenteeism of individual student groups.</p> <p>CUSD will maintain two Youth and Family Services liaisons who will oversee parent engagement activities, coordinate with external agencies, and support unduplicated count students and their families. Additionally, CUSD will offer a robust calendar of parent education activities to support student engagement at school.</p> <p>These actions are being provided on a LEA-wide basis because all students can benefit from increased parent engagement and the services of the Youth and Family Services Liaisons.</p>	<p>Absenteeism rates will be utilized to measure these actions' effectiveness.</p>
<p>Goal 3, Action 28</p>	<p>Analysis of district K-6 iReady assessments from the 2023-2024 school year found an increase in the number of students scoring Early On Grade Level and Mid or Above on Grade Level in reading from 41% in the beginning of the year to 65% at the end of the year. In the comparison of demographic groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in reading at the end of year was 52% compared to 73% for students who are not Low Income. Additionally, English Learners scoring at their grade level in reading at the end of the year was 25% compared to 69% for students who are not English Learners. In Math, the percentage of students scoring Early On Grade Level and Mid or Above on Grade Level increased from 25% in the beginning of the year to 60% at the end of the year. In the comparison of demographic groups, the percentage of Low Income students who tested Early On Grade Level and Mid or Above Grade in math at the end of year was 45% compared to 68% for students who are not Low Income. Additionally, English Learners scoring at their grade level in math at the end of the year was 21% compared to 63% for students who are not English Learners.</p> <p>STAR Reading and STAR Math were district assessments administered to students in grades 7 and 8 during the 2023-2024 school year. According to research correlating STAR scores</p>	<p>The Information Services Specials and Clerical Assistant will support the administration of local assessments as well as provide reports to teachers and administrators in formats that are understandable, especially for developing plans of action for our English Learners, Low-income students, and Foster Youth. Making data-driven decisions is paramount and these positions provide the information needed for staff to make these decisions.</p> <p>An important component of Rtl and intervention programs is assessment data. Data such as universal screening tools, progress monitoring tools, district benchmark assessments, and other formative assessments play an important role in identifying student needs. In order to support the development of assessments and creation of reports of multiple measures school districts need staff knowledgeable on information systems and student data. Claremont USD needs an information services specialist and an assistant to provide effective and timely support in the organization of student assessment data.</p> <p>This action is being provided on a LEA-wide basis because all students and teachers can benefit from increased data disaggregation of local assessments to gain a clear understanding of student achievement needs.</p>	<p>Local district benchmark scores in English Language Arts and Math will be utilized to measure this action's effectiveness. The local scores include STAR Reading in grades 7-12, STAR Math in grades 7-8, and iReady in grades K-6.</p>

with passing CAASPP scores, the percent of 7th and 8th graders who had math STAR scores that correlated to meeting standards on CAASPP was 44% overall, 30% for Low Income students, 9% for English Learners, and 33% for Foster Youth. The number of 7th and 8th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 60% overall, 48% for Low Income students, 0% for English Learners, and 50% for Foster Youth.

STAR Reading was a district assessment administered to students in grades 9 through 12 during the 2023-2024 school year. According to research correlating STAR scores with passing CAASPP scores, the number of 11th graders who had reading STAR scores that correlated to meeting standards on CAASPP was 75% overall, 63% for Low Income students, 0% for English Learners, and 50% for Foster Youth.

Unduplicated students lack foundational skills in reading and math necessary for success in mastering grade level standards.

<p>Goal 1, Actions 6, 9, 34, 47, 52</p>	<p>Standardized Test Scores According to the 2023 Dashboard, CUSD English Language Arts performance level was high at 22 points above standard. However, Homeless students scored in the very low performance level at 75.9 points below standard. In addition, the following student groups fell in the low performance level: English Learners (42.6 pts. below) and Socioeconomically Disadvantaged (12.3 pts. below). According to the 2023 Dashboard, CUSD Mathematics performance level was in the medium performance level (green). However, Homeless (100.5 pts. below standard) were in the very low performance level. Based upon the results of the 2023 CAASPP, the Foster Youth mastery of the standards was 17.0% in ELA and 17.0% in Math. Only six students in this subgroup took the CAASPP.</p> <p>Unduplicated count students are in need of research-based interventions administered by qualified teachers and specialists to build foundational skills in both math and English language arts.</p>	<p>In order to address academic needs of our Low income, English learner students, and Foster Youth, we plan on utilizing Teachers on Special Assignment and intervention support teachers to provide intervention services in ELA and Math to these students that will target their specific areas of growth using baseline data from district and state assessments. They will also provide professional development, collaborative coaching, and training on effective research-validated strategies (Thinking Maps, Kagan, etc) to teachers in order to support ELs, Low Income, and Foster Youth students. This includes professional development in the Science of Reading and structured literacy to ensure that Tier I and II interventions are given early and immediately to our English learners, Low income, and Foster Youth students. Additionally, we need to implement comprehensive leadership development for students, teachers, support staff, and administrators so they can better serve unduplicated students.</p> <p>Providing collaboration time to staff (classified and certificated) that work with our English Learners, Foster Youth, and Low-income students is crucial. This dialogue allows them to determine how best to meet the unique needs of these students and ensure smoother transitions at key grade levels (TK/K, Grade 6/7, and Grades 8/9).</p> <p>The Director of Intervention and English Learner Programs monitors all aspects of intervention services for our at-risk students, especially our Foster Youth and Low income students. She ensures that supplemental instructional materials are utilized in the most efficient and effective way for these students and works closely with the school sites to make certain that these students are receiving the necessary intervention services during and after the school day, especially in ELA and Math.</p> <p>Dufour, Eaker, and Dufour stated in the foreword of their well-known book <i>On Common Ground: The Power of Professional Learning Communities</i>, "...teacher collaboration improves the quality of teaching and pays big, often immediate dividends in student learning".</p> <p>These actions are being provided on a LEA-wide basis because all students can benefit from increased collaboration between and support from teachers and specialists on campus.</p>	<p>CAASPP scores in English Language Arts and Math will be utilized to measure these actions' effectiveness.</p>
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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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 21	<p>IB/AP participation data shows that Foster Youth and Low Income students have, at times, struggled to gain equal access to programs such as AP/IB, largely due to family financial constraints as there are fees for exams in these programs as well as fees to take the PSAT at school.</p> <p>In addition, parents of these students have reached out throughout the year requesting support in this area.</p>	These actions will provide funding for Foster Youth and Low Income students to ensure access to programs and exams such as AP/IB and PSAT.	AP/IB participation rate and test completion rates will be utilized to measure this actions effectiveness.
Goal 1, Action 45; Goal 3, Actions 14 and 20	<p>ELPAC test scores, CAASPP scores, and reclassification rates indicate that our EL students are struggling in both ELA and mathematics.</p> <p>In addition, our EL parents continue to request support in assisting their students at home in academics as well as translations, other than just Spanish, although CUSD does not meet the 15% threshold in any language.</p>	These actions will allow CUSD to provide targeted staff development to teachers who service ELs and LTELs as well as to EL Facilitators so they can utilize effective strategies with EL students. EL facilitators will also be able to help support teachers as well as parents in how to best provide additional support to their students. Additionally, providing translations in all languages when requested will provide a much needed service to our families.	We will monitor progress in increasing student achievement of our EL students with ELPAC and CAASPP scores, reclassification rates, and feedback provided by parents and families.
Goal 2, Action 53	<p>Absenteeism rates amongst Foster Youth have indicated that there is a need to provide basic necessities for our Foster Youth such as backpacks, clothing and shoes, transportation, etc.</p> <p>Additionally, our Liaisons of Foster Youth and Family Services receive multiple requests for needed supplies on a daily basis.</p>	By providing Foster Youth the basic necessities needed for school, students can feel more comfortable and motivated to attend school and be able to participate equally.	Absenteeism rates will be monitored to ensure that students are coming to school and accessing their education as well as feedback from our foster parents.

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

Additional Concentration Grant Funding

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

CUSD does not receive any concentration funding; therefore, a response to this prompt is not applicable.

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

Action Tables

2024-2025 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 %)
2024-2025	\$68,596,783.00	\$5,011,681.00	7.31%	0.00%	7.31%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$78,193,131.00	\$6,649,381.00	\$1,700,000.00	\$732,950.00	\$87,275,462.00	\$79,959,369.00	\$7,316,093.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Districtwide Initiatives	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	2	California Standards Aligned Staff Development	All	No				Ongoing	\$45,000	\$40,000	\$0	\$85,000	\$0	\$0	\$85,000	0.00%
1	3	Thinking Maps Training	Foster Youth, Low Income, English learner (EL)	No				Ongoing	\$10,000	\$10,000	\$0	\$0	\$0	\$20,000	\$20,000	0.00%
1	4	Staff Development and Supplies	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$15,000	\$15,000	\$0	\$0	\$0	\$15,000	0.00%
1	5	Instructional Materials	All	No				Ongoing	\$0	\$550,000	\$550,000	\$0	\$0	\$0	\$550,000	0.00%

1	6	Teachers on Special Assignment	English learner (EL), Foster Youth, Low Income, Homeless	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$1,830,000	\$0	\$1,692,000	\$138,000	\$0	\$0	\$1,830,000	0.00%
1	7	Arts and SEL Teacher on Special Assingment	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$174,118	\$0	\$174,118	\$0	\$0	\$0	\$174,118	0.00%
1	8	Professional Development Committee	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	9	Collaboration and Vertical Articulation	Foster Youth, English learner (EL), Low Income, Homeless	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$35,000	\$0	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
1	10	Diagnostics and Progress Monitoring Tools	All	No				Ongoing	\$0	\$200,000	\$0	\$200,000	\$0	\$0	\$200,000	0.00%
1	11	Monitor ELs, LTELs, and RFEPs	English learner (EL), Long-term English learner	No				Ongoing	\$7,000	\$0	\$0	\$0	\$0	\$7,000	\$7,000	0.00%
1	12	Ethnic Studies	All	No				Ongoing	\$5,000	\$5,000	\$0	\$0	\$0	\$10,000	\$10,000	0.00%
1	13	Secondary School Plans for Student Achievement (SPSAs)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	14	Action Research	All	No				Ongoing	\$10,000	\$30,000	\$0	\$0	\$0	\$40,000	\$40,000	0.00%
1	15	Rigorous and Relevant Coursework	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	16	Equitable Access	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	17	Policies and Practices	Homeless, Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	18	AP and IBDP	All	No				Ongoing	\$100,000	\$10,000	\$110,000	\$0	\$0	\$0	\$110,000	0.00%
1	19	UC/CSU A-G Course Completion	All	No				Ongoing	\$50,000	\$20,000	\$0	\$70,000	\$0	\$0	\$70,000	0.00%

1	20	International Baccalaureate Middle Years Programme (IBMYP)	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 7-10, Specific Schools, El Roble Intermediate School and Claremont High School	Ongoing	\$192,500	\$14,000	\$206,500	\$0	\$0	\$0	\$206,500	0.00%
1	21	AP/IB and PSAT Testing	Low Income, Homeless, Foster Youth	Yes	Limited	Foster Youth, Low Income	Specific Schools, Claremont High School	Ongoing	\$0	\$7,500	\$7,500	\$0	\$0	\$0	\$7,500	0.00%
1	22	Dual Enrollment	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools, Claremont High School and San Antonio High School	Ongoing	\$0	\$8,000	\$8,000	\$0	\$0	\$0	\$8,000	0.00%
1	23	Seal of Biliteracy and Civic Engagement	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$30,000	\$10,000	\$40,000	\$0	\$0	\$0	\$40,000	0.00%
1	24	Dual Language Immersion	All	No				Ongoing	\$0	\$20,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%
1	25	AVID Program	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$442,000	\$65,000	\$507,000	\$0	\$0	\$0	\$507,000	0.00%
1	26	Credit Opportunities	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	27	Career Technical Education Pathways	All	No				Ongoing	\$943,483	\$34,781	\$943,483	\$34,781	\$0	\$0	\$978,264	0.00%
1	28	CTE Pathways	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	29	CTE Partnerships	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	30	Multi-Tiered Systems of Support (MTSS)	All	No				Ongoing	\$359,000	\$25,000	\$0	\$0	\$0	\$384,000	\$384,000	0.00%
1	31	Achievement Gaps	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	32	CLASP	All	No				Ongoing	\$0	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000	0.00%
1	33	Intervention Teachers	All	No				Ongoing	\$1,015,100	\$0	\$0	\$1,015,100	\$0	\$0	\$1,015,100	0.00%

1	34	Intervention Services	Long-term English learner, English learner (EL), Foster Youth, Homeless, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	\$95,000	\$36,328	\$131,328	\$0	\$0	\$0	\$131,328	0.00%
1	35	Structured Literacy	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$38,000	\$35,000	\$73,000	\$0	\$0	\$0	\$73,000	0.00%
1	36	Supplemental Materials	Long-term English learner, Low Income, Homeless, Foster Youth, English learner (EL)	No				Ongoing	\$0	\$85,000	\$0	\$0	\$0	\$85,000	\$85,000	0.00%
1	37	Special Education	Student with Disabilities (SWD)	No				Ongoing	\$0	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000	0.00%
1	38	Credit Recovery	All	No				Ongoing	\$0	\$55,000	\$0	\$55,000	\$0	\$0	\$55,000	0.00%
1	39	Extended Year	Long-term English learner, Low Income, Homeless, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$93,000	\$10,000	\$50,000	\$53,000	\$0	\$0	\$103,000	0.00%
1	40	C0-teachig	Student with Disabilities (SWD)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	41	Technology Software	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$21,484	\$21,484	\$0	\$0	\$0	\$21,484	0.00%

1	42	Foundations for Academic Success	All	No				Ongoing	\$40,000	\$0	\$0	\$40,000	\$0	\$0	\$40,000	0.00%
1	43	English Language Development	Long-term English learner, English learner (EL)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	44	ELD Materials	Long-term English learner, English learner (EL)	No				Ongoing	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$5,000	0.00%
1	45	ELD Staff Development	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$25,000	\$25,000	\$25,000	\$0	\$0	\$25,000	\$50,000	0.00%
1	46	Monitor Implementation of ELD	Long-term English learner, English learner (EL)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	47	Director of Intervention and English Learner Programs	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$221,000	\$0	\$221,000	\$0	\$0	\$0	\$221,000	0.00%
1	48	Support Immigrant/Newcomers	English learner (EL)	No				Ongoing	\$44,000	\$0	\$0	\$0	\$0	\$44,000	\$44,000	0.00%
1	49	ELD Support Class	English learner (EL)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	50	Digital Environments	All	No				Ongoing	\$0	\$105,000	\$0	\$100,000	\$0	\$5,000	\$105,000	0.00%
1	51	Educational Technology	All	No				Ongoing	\$10,000	\$0	\$0	\$0	\$0	\$10,000	\$10,000	0.00%
1	52	Leadership Development	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$10,000	\$20,000	\$30,000	\$0	\$0	\$0	\$30,000	0.00%
1	53	Class Size Reduction	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$176,141	\$0	\$176,141	\$0	\$0	\$0	\$176,141	0.00%
1	54	Expansion of Academic Courses	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2	1	Extracurricular and Co-curricular Student Activities	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	2	After-school Opportunities for Elementary Students (ELOP)	Foster Youth, Homeless, Low Income, English learner (EL)	No				Ongoing	\$10,000	\$1,500,000	\$0	\$1,510,000	\$0	\$0	\$1,510,000	0.00%
2	3	Mentorship Opportunities for Foster Youth	Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	4	TK-12 Visual and Performing Arts	All	No				Ongoing	\$722,000	\$180,000	\$0	\$902,000	\$0	\$0	\$902,000	0.00%
2	5	Claremont High School Music Room Renovation	All	No				Ongoing	\$0	\$3,200,000	\$0	\$1,600,000	\$1,600,000	\$0	\$3,200,000	0.00%
2	6	Local Arts Partnerships	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	7	Elementary Instrumental Music Instruction	All	Yes	LEA-wide	Low Income	Specific Grade Spans, 4-6	Ongoing	\$140,000	\$5,000	\$5,000	\$140,000	\$0	\$0	\$145,000	0.00%
2	8	Site Art Lead Teachers (SALTs)	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0	\$30,000	\$25,000	\$5,000	\$0	\$0	\$30,000	0.00%
2	9	Secondary Scheduling	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	10	Digital Literacy Education	All	No				Ongoing	\$0	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000	0.00%
2	11	Student Leadership Development	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	12	Link Crew/Where Everyone Belongs	All	No				Ongoing	\$14,650	\$10,000	\$0	\$0	\$0	\$24,650	\$24,650	0.00%
2	13	Student Retention Programs	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	14	Attendance Awareness/Chronic Absenteeism	All	No				Ongoing	\$0	\$40,000	\$40,000	\$0	\$0	\$0	\$40,000	0.00%
2	15	Attendance Support and School Stability	Homeless, Foster Youth	No				Ongoing	\$0	\$15,000	\$0	\$0	\$0	\$15,000	\$15,000	0.00%
2	16	Graduation Improvement for Foster Youth	Homeless, Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	17	Partial Credit Policy	Foster Youth, Homeless	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	18	Equity	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	19	District Connectedness	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$20,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%

2	20	School Stability	Foster Youth, Homeless	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	21	Foster Youth Placement	Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	22	Professional Development	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	\$40,000	\$56,000	\$46,000	\$50,000	\$0	\$0	\$96,000	0.00%
2	23	Positive Behavioral Intervention and Supports (PBIS) and Multi-tiered System of Supports (MTSS)	All	No				Ongoing	\$0	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000	0.00%
2	24	Panther Ambassadors	Low Income, Foster Youth, Homeless	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, El Roble Intermediate School	Ongoing	\$30,000	\$0	\$30,000	\$0	\$0	\$0	\$30,000	0.00%
2	25	Alternatives to Suspension	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	26	Student Resource Team (SRT)	Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	Homeless, Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	\$316,000	\$0	\$162,000	\$154,000	\$0	\$0	\$316,000	0.00%
2	28	Behavior Support Paraprofessionals	All	No				Ongoing	\$0	\$224,000	\$224,000	\$0	\$0	\$0	\$224,000	0.00%
2	29	TK-12 Academic Pathways	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	30	Graduation Policy	Foster Youth, Homeless	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	31	Student Participation in Academic Pathways	All	No				Ongoing	\$8,000	\$0	\$0	\$8,000	\$0	\$0	\$8,000	0.00%
2	32	Life Skills Curriculum	Foster Youth, Homeless	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	33	Social and Emotional Learning and Enrichment Activities	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$60,000	\$60,000	\$0	\$0	\$0	\$60,000	0.00%
2	34	Support Positive Teacher-Student Relationships	All	No				Ongoing	\$10,000	\$26,000	\$0	\$36,000	\$0	\$0	\$36,000	0.00%
2	35	Drug, Alcohol, Tobacco, and Vaping Prevention/Intervention	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2	36	Vaping Intervention	All	No				Ongoing	\$0	\$40,000	\$0	\$0	\$40,000	\$0	\$40,000	0.00%
2	37	Tobacco Use Prevention Education	All	No				Ongoing	\$40,000	\$0	\$0	\$40,000	\$0	\$0	\$40,000	0.00%
2	38	Communication/Emergency Protocols	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	39	Wellness Resources	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	40	Secondary Counselor Support	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	\$332,100	\$123,000	\$332,100	\$123,000	\$0	\$0	\$455,100	0.00%
2	41	Mental Health/Substance Abuse Counseling	All	No				Ongoing	\$0	\$40,000	\$0	\$40,000	\$0	\$0	\$40,000	0.00%
2	42	Elementary Counseling Services	All	No				Ongoing	\$154,000	\$0	\$0	\$154,000	\$0	\$0	\$154,000	0.00%
2	43	Additional Psychologist	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	\$48,200	\$0	\$48,200	\$0	\$0	\$0	\$48,200	0.00%
2	44	Clinical Therapists	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	\$390,000	\$0	\$390,000	\$0	\$0	\$0	\$390,000	0.00%
2	45	Additional Secondary Mental Health and Counseling Services	All	No				Ongoing	\$0	\$40,000	\$0	\$40,000	\$0	\$0	\$40,000	0.00%
2	46	Health Coordinator Support	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	\$55,000	\$0	\$55,000	\$0	\$0	\$0	\$55,000	0.00%
2	47	Campus Safety	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	48	Security Monitoring	All	No				Ongoing	\$0	\$40,000	\$0	\$0	\$40,000	\$0	\$40,000	0.00%
2	49	Behavioral and Mental Health Staff Development	All	No				Ongoing	\$0	\$8,000	\$0	\$0	\$0	\$8,000	\$8,000	0.00%
2	50	Campus Monitor Staff Development	All	No				Ongoing	\$6,500	\$10,000	\$0	\$16,500	\$0	\$0	\$16,500	0.00%
2	51	Student Social Services Support	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	52	Online Parent Resources	Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	53	Basic Support Services	Foster Youth, Homeless	Yes	Limited	Foster Youth	All Schools	Ongoing	\$0	\$7,000	\$7,000	\$0	\$0	\$0	\$7,000	0.00%
3	1	Optimize Communication	All	No				Ongoing	\$0	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	0.00%
3	2	Director of Communication	All	No				Ongoing	\$243,967	\$0	\$243,967	\$0	\$0	\$0	\$243,967	0.00%
3	3	Community Advisory Council	Student with Disabilities (SWD)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

3	4	Communication and Supports for Foster Youth and Families	Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	5	Foster Youth Advisory Council	Foster Youth	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	6	School Newsletters	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	7	Mental Health Resources	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	8	Student Support	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	9	School-based Parent Engagement	All	No				Ongoing	\$0	\$10,000	\$0	\$0	\$0	\$10,000	\$10,000	0.00%
3	10	District-based Parent Engagement	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%
3	11	Parent Information Night for English Learners	English learner (EL)	No				Ongoing	\$300	\$0	\$0	\$0	\$0	\$300	\$300	0.00%
3	12	English Learner Communication	English learner (EL)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	13	Academic Progress and Communication on UC-CSU A-G Requirements	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	14	Translations	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$15,000	\$10,000	\$0	\$0	\$5,000	\$15,000	0.00%
3	15	Advocacy and Engagement	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	16	Equity Advisory Council (EAC)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	17	Parent Advisory Groups	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	18	Special Education Advisory Council	Student with Disabilities (SWD)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	19	Special Needs District Support Group	Student with Disabilities (SWD)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	20	English Learner Facilitator	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$18,200	\$0	\$18,200	\$0	\$0	\$0	\$18,200	0.00%
3	21	Preschool Parent Involvement	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

3	22	Colleges, Universities, and Community Organization Partnerships	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	23	Claremont Educational Foundation	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	24	Student Support Services	Foster Youth, Homeless	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	25	Youth and Family Services Liaison	Homeless, Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$77,900	\$0	\$77,900	\$0	\$0	\$0	\$77,900	0.00%
3	26	Senior Liaison of Youth and Family Services	Long-term English learner, Homeless, English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$171,210	\$0	\$171,210	\$0	\$0	\$0	\$171,210	0.00%
3	27	Family and Community Engagement	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	28	Information Services Specialist and Clerical Assistant	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$131,000	\$0	\$131,000	\$0	\$0	\$0	\$131,000	0.00%
3	29	Child and Adult Care Food Program (CACFP)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	1	Balanced Budget	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	2	Fiscal Status Reporting	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	3	Attendance Rates	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	4	Ensure Adequate Funding	Low Income, Foster Youth, English learner (EL)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	5	Staffing	All	No				Ongoing	\$71,000,000	\$0	\$71,000,000	\$0	\$0	\$0	\$71,000,000	0.00%
4	6	Salaries	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

4	7	New Teachers	All	No				Ongoing	\$0	\$35,000	\$0	\$0	\$0	\$35,000	\$35,000	0.00%
4	8	Interdepartmental Operations	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	9	Human Capital Management (HCM)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	10	Payroll Services	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	11	Nutrition	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	12	School Menus	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	13	Wellness Committee	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	14	Vegetarian Menu Options	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	15	Nutrition Education	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	16	Facilities	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	17	Gender Neutral Restrooms	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	18	School Facilities Funding Program	All	No				Ongoing	\$0	\$20,000	\$0	\$0	\$20,000	\$0	\$20,000	0.00%

2024-2025 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
\$68,596,783.00	\$5,011,681.00	7.31%	0.00% - No Carryover	7.31%	\$5,011,681.00	0.00%	7.31%	Total:	\$5,011,681.00
								LEA-wide Total:	\$4,699,481.00
								Limited Total:	\$67,700.00
								Schoolwide Total:	\$244,500.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Staff Development and Supplies	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$15,000.00	0.00%
1	6	Teachers on Special Assignment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,692,000.00	0.00%
1	7	Arts and SEL Teacher on Special Assingment	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$174,118.00	0.00%
1	9	Collaboration and Vertical Articulation	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$35,000.00	0.00%

1	20	International Baccalaureate Middle Years Programme (IBMYP)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 7-10, Specific Schools, El Roble Intermediate School and Claremont High School	\$206,500.00	0.00%
1	21	AP/IB and PSAT Testing	Yes	Limited	Foster Youth, Low Income	Specific Schools, Claremont High School	\$7,500.00	0.00%
1	22	Dual Enrollment	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools, Claremont High School and San Antonio High School	\$8,000.00	0.00%
1	23	Seal of Biliteracy and Civic Engagement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$40,000.00	0.00%
1	25	AVID Program	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$507,000.00	0.00%
1	34	Intervention Services	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$131,328.00	0.00%
1	35	Structured Literacy	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$73,000.00	0.00%
1	39	Extended Year	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$50,000.00	0.00%
1	41	Technology Software	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$21,484.00	0.00%
1	45	ELD Staff Development	Yes	Limited	English learner (EL)	All Schools	\$25,000.00	0.00%
1	47	Director of Intervention and English Learner Programs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$221,000.00	0.00%
1	52	Leadership Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$30,000.00	0.00%
1	53	Class Size Reduction	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$176,141.00	0.00%
2	7	Elementary Instrumental Music Instruction	Yes	LEA-wide	Low Income	Specific Grade Spans, 4-6	\$5,000.00	0.00%
2	8	Site Art Lead Teachers (SALTs)	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	0.00%
2	19	District Connectedness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$20,000.00	0.00%

2	22	Professional Development	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$46,000.00	0.00%
2	24	Panther Ambassadors	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, EI Roble Intermediate School	\$30,000.00	0.00%
2	27	Board Certified Behavior Analysts (BCBA) Support for English Learners, Foster Youth, and Low-Income Students	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$162,000.00	0.00%
2	33	Social and Emotional Learning and Enrichment Activities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$60,000.00	0.00%
2	40	Secondary Counselor Support	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$332,100.00	0.00%
2	43	Additional Psychologist	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$48,200.00	0.00%
2	44	Clinical Therapists	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$390,000.00	0.00%
2	46	Health Coordinator Support	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$55,000.00	0.00%
2	53	Basic Support Services	Yes	Limited	Foster Youth	All Schools	\$7,000.00	0.00%
3	10	District-based Parent Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$10,000.00	0.00%
3	14	Translations	Yes	Limited	English learner (EL)	All Schools	\$10,000.00	0.00%
3	20	English Learner Facilitator	Yes	Limited	English learner (EL)	All Schools	\$18,200.00	0.00%
3	25	Youth and Family Services Liaison	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$77,900.00	0.00%
3	26	Senior Liaison of Youth and Family Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$171,210.00	0.00%
3	28	Information Services Specialist and Clerical Assistant	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$131,000.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$52,954,584.00	\$67,425,064.00

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	Interview and hire certificated staff	No	\$38,032,000.00	\$50,939,467.00
1	2	Competitive Salaries	No	\$0.00	\$0.00
1	3	Class Size Reduction	Yes	\$551,128.00	\$658,761.00
1	4	Paraeducators access to coursework	No	\$1,000.00	\$1,000.00
1	5	Maintenance and Future Projects	No	\$0.00	\$0.00
1	6	School Meals	No	\$0.00	\$0.00
1	7	“Be-YOU-tify” campus restrooms	No	\$0.00	\$0.00
1	8	Student Restrooms	No	\$0.00	\$0.00
1	9	Teachers on Special Assignment (TOSAs)	Yes	\$1,578,000.00	\$1,686,637.00
1	10	Arts TOSA	Yes	\$172,901.00	\$175,739.00
1	11	Grade level and department collaboration	No	\$25,000.00	\$25,000.00
1	12	Professional Development Committee	No	\$0.00	\$0.00
1	13	CA Standards professional development for paraeducators	No	\$5,000.00	\$5,000.00
1	14	CA Standards professional development to teachers	No	\$60,000.00	\$98,877.00
1	15	Targeted staff development fo specific needs of ELs.	No	\$5,000.00	\$5,000.00
1	16	EL Facilitators professional development	No	\$1,000.00	\$1,000.00
1	17	District and Site administration monitoring of ELD instruction.	No	\$0.00	\$0.00
1	18	Administrators and teachers will analyze English learner data	No	\$0.00	\$0.00
1	19	Special Education staff will participate in specialized California Standards	No	\$5,000.00	\$5,000.00

		trainings			
1	20	Structured Literacy Training	No	\$25,000.00	\$76,231.00
1	21	Opportunities for articulation between staff members who support English learners, Low-Income Students, and Foster Youth	Yes	\$10,000.00	\$18,750.00
1	22	Materials and supplies for staff development focused on improving academic achievement and service	Yes	\$15,000.00	\$15,000.00
1	23	Instructional Materials	No	\$650,000.00	\$520,000.00
1	24	Supplemental materials to support access to core content areas	No	\$150,000.00	\$62,000.00
1	25	Access to and implementation of the 2012 ELD standards	No	\$500.00	\$500.00
1	26	Copies of textbooks and dictionaries in languages other than English	No	\$3,500.00	\$2,000.00
1	27	Access to instructional technology and Science Technology Engineering Art Math (STEAM) labs	No	\$404,000.00	\$393,470.00
1	28	Transportation	No	\$0.00	\$0.00
1	29	Instructional Coach	No	\$130,000.00	\$100,364.00
1	30	Elementary Intervention Teachers	No	\$770,000.00	\$1,011,306.00
1	31	Cognitive Coaching Training	No	\$50,000.00	\$66,400.00
2	1	Claremont Educational Foundation (CEF)	No	\$0.00	\$0.00
2	2	English Learner Facilitators at each school site	Yes	\$12,000.00	\$10,024.00
2	3	EL Parent Information Night	No	\$300.00	\$300.00
2	4	English learner newsletter	No	\$0.00	\$0.00
2	5	Special Education Advisory Council	No	\$0.00	\$0.00
2	6	District support group for parents of students with disabilities	No	\$0.00	\$0.00

2	7	Parent Workshops	No	\$10,000.00	\$8,000.00
2	8	Parent education training seminars in multiple languages to support our English Learner, Foster Youth, and Low-Income students.	Yes	\$15,000.00	\$14,000.00
2	9	Community Forums	No	\$3,000.00	\$3,000.00
2	10	Equity Advisory Committee (EAC)	No	\$5,000.00	\$1,000.00
2	11	Expand parent advisory groups	No	\$0.00	\$0.00
2	12	Timely communication by staff	No	\$0.00	\$0.00
2	13	On-going targeted information	No	\$20,000.00	\$20,000.00
2	14	Communicating Community Advisory Council meeting schedules and SELPA parent education opportunities	No	\$0.00	\$0.00
2	15	Communication via school newsletters	No	\$0.00	\$0.00
2	16	Provide parents with resources and information on mental health.	No	\$0.00	\$0.00
2	17	Parents of pre-school students participate on District committees and District parent involvement activities.	No	\$0.00	\$0.00
2	18	Translations	Yes	\$15,000.00	\$10,000.00
2	19	The Youth and Family Services Liaison	Yes	\$63,000.00	\$75,215.00
2	20	Senior Youth and Family Services Liaison	Yes	\$157,000.00	\$163,600.00
2	21	Director of Communications	No	\$200,890.00	\$243,334.00
3	1	Assessments and benchmarks for diagnostic and progress monitoring of ELs, SED, and Foster Youth	No	\$185,000.00	\$205,500.00
3	2	Plans of action to increase achievement	No	\$0.00	\$0.00

3	3	Homework, tutoring, and recreational activities to students in an after-school setting	Yes	\$17,000.00	\$17,000.00
3	4	Intervention services, programs, and supplemental materials for at-risk Low-Income Students and English learners during the school day	Yes	\$129,276.00	\$129,276.00
3	5	During, or after-school interventions for at-risk Low-Income Students, Foster Youth, and English learners	No	\$115,000.00	\$115,000.00
3	6	Provide staff with information and access to instructional and assessment supports for English learners.	No	\$0.00	\$0.00
3	7	Director of Intervention and English Learner Programs	Yes	\$212,000.00	\$235,845.00
3	8	Response to Intervention and Instruction/Multi-tiered System of Support (RtI/MTSS) Committee	No	\$4,000.00	\$4,000.00
3	9	RtI/MTSS programs	No	\$380,000.00	\$380,000.00
3	10	Immigrant/Newcomer ELs Paraprofessional	No	\$64,000.00	\$64,000.00
3	11	Information Services Specialist and Clerical Assistant	Yes	\$126,640.00	\$130,010.00
3	12	Qualified RFEPs are placed in Integrated Math I in eighth grade with support	No	\$0.00	\$0.00
3	13	Online language and mathematics intervention at all sites	No	\$5,000.00	\$4,500.00
3	14	Advanced Placement (AP) and International Baccalaureate (IB) programs	No	\$10,000.00	\$10,000.00
3	15	Professional development to increase A-G completion	No	\$20,000.00	\$50,358.00
3	16	Review and assess course prerequisites to ensure equity and accessibility for all students.	No	\$8,000.00	\$8,000.00

3	17	Offer credit recovery opportunities	No	\$35,000.00	\$61,600.00
3	18	International Baccalaureate Middle Years Programme	Yes	\$168,000.00	\$200,000.00
3	19	Cost of AP/IB testing and Practice Scholastic Aptitude Test (PSAT) for Low-Income Students.	No	\$7,500.00	\$7,500.00
3	20	Early College Program	No	\$7,000.00	\$6,200.00
3	21	English learners, SED students, and Foster Youth extended year program	No	\$80,000.00	\$94,000.00
3	22	Reclassification of ELs	Yes	\$14,000.00	\$14,500.00
3	23	Support and monitor ELs and reclassified ELs.	No	\$8,000.00	\$6,500.00
3	24	Supplemental English Language Development (ELD) materials and newcomer materials	No	\$6,400.00	\$4,314.00
3	25	Seal of Biliteracy	No	\$4,000.00	\$4,000.00
3	26	Dual language program at the elementary school level.	No	\$0.00	\$18,418.00
3	27	State Seal of Civic Engagement	No	\$4,000.00	\$22,000.00
3	28	Explore the Implementation of Ethnic Studies	No	\$20,000.00	\$6,100.00
3	29	Block scheduling to support Emerging English learners in Grades 7 -12	No	\$0.00	\$0.00
3	30	Advancement via Individual Determination (AVID) program	Yes	\$585,000.00	\$558,615.00
3	31	Professional development in engagement strategies	No	\$55,000.00	\$44,225.00
3	32	Educational technology professional development	No	\$60,000.00	\$97,000.00
3	33	Restructure of Special Day Classes	No	\$0.00	\$0.00
3	34	The Exploration of Coteaching	No	\$0.00	\$0.00
3	35	Supplemental instructional materials to support	No	\$33,000.00	\$39,000.00

		struggling Low-Income Students and SWD			
3	36	Technology software for student intervention programs.	No	\$130,000.00	\$155,000.00
3	37	Foundations for Academic Success	No	\$20,000.00	\$39,000.00
3	38	Thinking Maps Write from the Beginning and Beyond, and Path to Proficiency Professional Development	No	\$15,000.00	\$1,000.00
3	39	Additional World Language offerings	No	\$0.00	\$0.00
3	40	High Quality Career Technical Education (CTE) programs	No	\$0.00	\$727,208.00
3	41	Create student interest in CTE at Grades 7 & 8	No	\$0.00	\$29,200.00
3	42	Online opportunities for credit	No	\$0.00	\$0.00
3	43	Continue to partner with local organizations and businesses to enrich the music and art programs	No	\$0.00	\$0.00
3	44	Elementary instrumental music instruction in Grades 4 -6	No	\$158,350.00	\$150,000.00
3	45	Provide program supplies and instruments to students participating in the elementary instrumental music program for Low-Income students.	Yes	\$10,000.00	\$4,000.00
3	46	Visual and Performing Arts instruction districtwide	Yes	\$22,000.00	\$20,000.00
3	47	Supplemental program supplies and materials to Low-Income students participating in visual and performing arts instruction.	No	\$5,000.00	\$5,000.00
3	48	Scholastic Aptitude Test (SAT) and American College Test (ACT)	No	\$0.00	\$0.00
3	49	Students receiving Ds and	No	\$0.00	\$0.00

		Fs			
3	50	Action Research Task Force on Equitable Grading Practices	No	\$72,000.00	\$72,171.00
4	1	Student, staff (certificated and classified, and parent/community surveys	No	\$20,000.00	\$50,000.00
4	2	After school opportunities	No	\$1,230,480.00	\$1,400,000.00
4	3	Promote strong and positive teacher-student relationships	No	\$43,000.00	\$42,000.00
4	4	Counselors to support secondary Low-Income Students and English learners	Yes	\$308,300.00	\$454,240.00
4	5	Staff training Social Emotional Learning	No	\$75,000.00	\$43,781.00
4	6	Supplemental materials to support social emotional learning	No	\$10,000.00	\$9,250.00
4	7	Staff training and support on identifying and overcoming barriers to pupil engagement	No	\$30,000.00	\$20,000.00
4	8	Staff training on diversity, equity, and inclusion based on the recommendations of the District Advisory Council	No	\$20,000.00	\$3,500.00
4	9	Counseling services at each elementary school site	No	\$115,000.00	\$225,000.00
4	10	Transition Specialist	Yes	\$96,000.00	\$3,322.00
4	11	Resource directory of available social services	No	\$0.00	\$0.00
4	12	Coordination of health services, advisory and other support services at all school sites.	No	\$2,024,000.00	\$2,100,000.00
4	13	Health coordinator to ensure support services are available to Low-Income Students and Foster Youth and families	Yes	\$53,000.00	\$55,000.00
4	14	Supplies and necessities to Foster Youth and Homeless Students	Yes	\$7,000.00	\$13,400.00

4	15	Psychological assessment and support services to students	No	\$1,580,000.00	\$1,590,000.00
4	16	Psychological support to ensure support services available to Low-Income Students and Foster Youth and families	Yes	\$42,000.00	\$45,000.00
4	17	Mental health and counseling services to Low-Income Students & Foster Youth	Yes	\$390,000.00	\$313,400.00
4	18	Additional mental health and counseling services to students	No	\$40,000.00	\$38,300.00
4	19	Counseling groups	No	\$40,000.00	\$40,000.00
4	20	Link Crew Program and “Where Everyone Belongs” Club	No	\$24,650.00	\$10,000.00
4	21	Tobacco Use Prevention Education program Coordinator	No	\$30,000.00	\$30,000.00
4	22	VAPE and Drug Use Education and Prevention	No	\$5,000.00	\$5,000.00
4	23	Monitor student absences, including chronic absenteeism regularly	No	\$37,000.00	\$37,000.00
4	24	Articulation agreements with local community colleges	No	\$0.00	\$0.00
4	25	Opportunities for students to earn credits for graduation	No	\$0.00	\$0.00
4	26	Parent education opportunities on social media.	No	\$2,000.00	\$1,500.00
4	27	Internet safety education	No	\$0.00	\$0.00
4	28	Student voice	No	\$14,000.00	\$10,000.00
4	29	Alternative means of correction in lieu of suspensions	No	\$0.00	\$0.00
4	30	Anti-bullying programs	No	\$6,500.00	\$6,500.00
4	31	Restorative Practices	No	\$40,000.00	\$38,000.00
4	32	Staff training on mental	No	\$8,000.00	\$8,000.00

		health issues, including suicide.			
4	33	Board Certified Behavior Analyst (BCBA)	Yes	\$296,180.00	\$308,784.00
4	34	BCBA direct support	No	\$260,000.00	\$198,072.00
4	35	Positive Behavioral Intervention and Supports (PBIS)	No	\$15,000.00	\$15,000.00
4	36	Direct Support to Foster Youth	No	\$0.00	\$0.00
4	37	Career Technical Education Partnerships	No	\$0.00	\$0.00
4	38	Additional Proctors to Provide Supervision	No	\$0.00	\$155,000.00
4	39	Strengthen Campus Safety	No	\$152,089.00	\$0.00

2023-2024 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)
\$4,852,785.00	\$4,787,815.00	\$4,854,818.00	(\$67,003.00)	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	3	Class Size Reduction	Yes	\$551,128.00	\$660,794.00	0.00%	0.00%
1	9	Teachers on Special Assignment (TOSAs)	Yes	\$1,578,000.00	\$1,686,637.00	0.00%	0.00%
1	10	Arts TOSA	Yes	\$134,321.00	\$167,039.00	0.00%	0.00%

1	21	Opportunities for articulation between staff members who support English learners, Low-Income Students, and Foster Youth	Yes	\$10,000.00	\$10,000.00	0.00%	0.00%
1	22	Materials and supplies for staff development focused on improving academic achievement and service	Yes	\$15,000.00	\$15,000.00	0.00%	0.00%
2	2	English Learner Facilitators at each school site	Yes	\$12,000.00	\$10,024.00	0.00%	0.00%
2	8	Parent education training seminars in multiple languages to support our English Learner, Foster Youth, and Low-Income students.	Yes	\$10,000.00	\$6,100.00	0.00%	0.00%
2	18	Translations	Yes	\$10,000.00	\$8,500.00	0.00%	0.00%
2	19	The Youth and Family Services Liaison	Yes	\$63,000.00	\$75,215.00	0.00%	0.00%
2	20	Senior Youth and Family Services Liaison	Yes	\$157,000.00	\$163,600.00	0.00%	0.00%
3	3	Homework, tutoring, and recreational activities to students in an after-school setting	Yes	\$2,000.00	\$2,000.00	0.00%	0.00%
3	4	Intervention services, programs, and supplemental materials for at-risk Low-Income Students and English learners during the school day	Yes	\$129,276.00	\$129,276.00	0.00%	0.00%
3	7	Director of Intervention and English Learner Programs	Yes	\$212,000.00	\$235,845.00	0.00%	0.00%
3	11	Information Services Specialist and Clerical Assistant	Yes	\$126,640.00	\$130,010.00	0.00%	0.00%
3	18	International Baccalaureate Middle Years Programme	Yes	\$95,000.00	\$110,126.00	0.00%	0.00%
3	22	Reclassification of ELs	Yes	\$14,000.00	\$13,873.00	0.00%	0.00%
3	30	Advancement via Individual Determination (AVID) program	Yes	\$585,000.00	\$493,615.00	0.00%	0.00%

3	45	Provide program supplies and instruments to students participating in the elementary instrumental music program for Low-Income students.	Yes	\$10,000.00	\$4,000.00	0.00%	0.00%
3	46	Visual and Performing Arts instruction districtwide	Yes	\$22,000.00	\$15,600.00	0.00%	0.00%
4	4	Counselors to support secondary Low-Income Students and English learners	Yes	\$308,300.00	\$332,058.00	0.00%	0.00%
4	10	Transition Specialist	Yes	\$96,000.00	\$3,322.00	0.00%	0.00%
4	13	Health coordinator to ensure support services are available to Low-Income Students and Foster Youth and families	Yes	\$53,000.00	\$55,000.00	0.00%	0.00%
4	14	Supplies and necessities to Foster Youth and Homeless Students	Yes	\$7,000.00	\$7,000.00	0.00%	0.00%
4	16	Psychological support to ensure support services available to Low-Income Students and Foster Youth and families	Yes	\$42,000.00	\$45,000.00	0.00%	0.00%
4	17	Mental health and counseling services to Low-Income Students & Foster Youth	Yes	\$390,000.00	\$313,400.00	0.00%	0.00%
4	33	Board Certified Behavior Analyst (BCBA)	Yes	\$155,150.00	\$161,784.00	0.00%	0.00%

2023-2024 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)
\$70,616,784.00	\$4,852,785.00	0.00%	6.87%	\$4,854,818.00	0.00%	6.87%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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.
 - 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.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).