

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cotati-Rohnert Park Unified School District

CDS Code: 49738820000000

School Year: 2024-25

LEA contact information:

Maitè Iturri

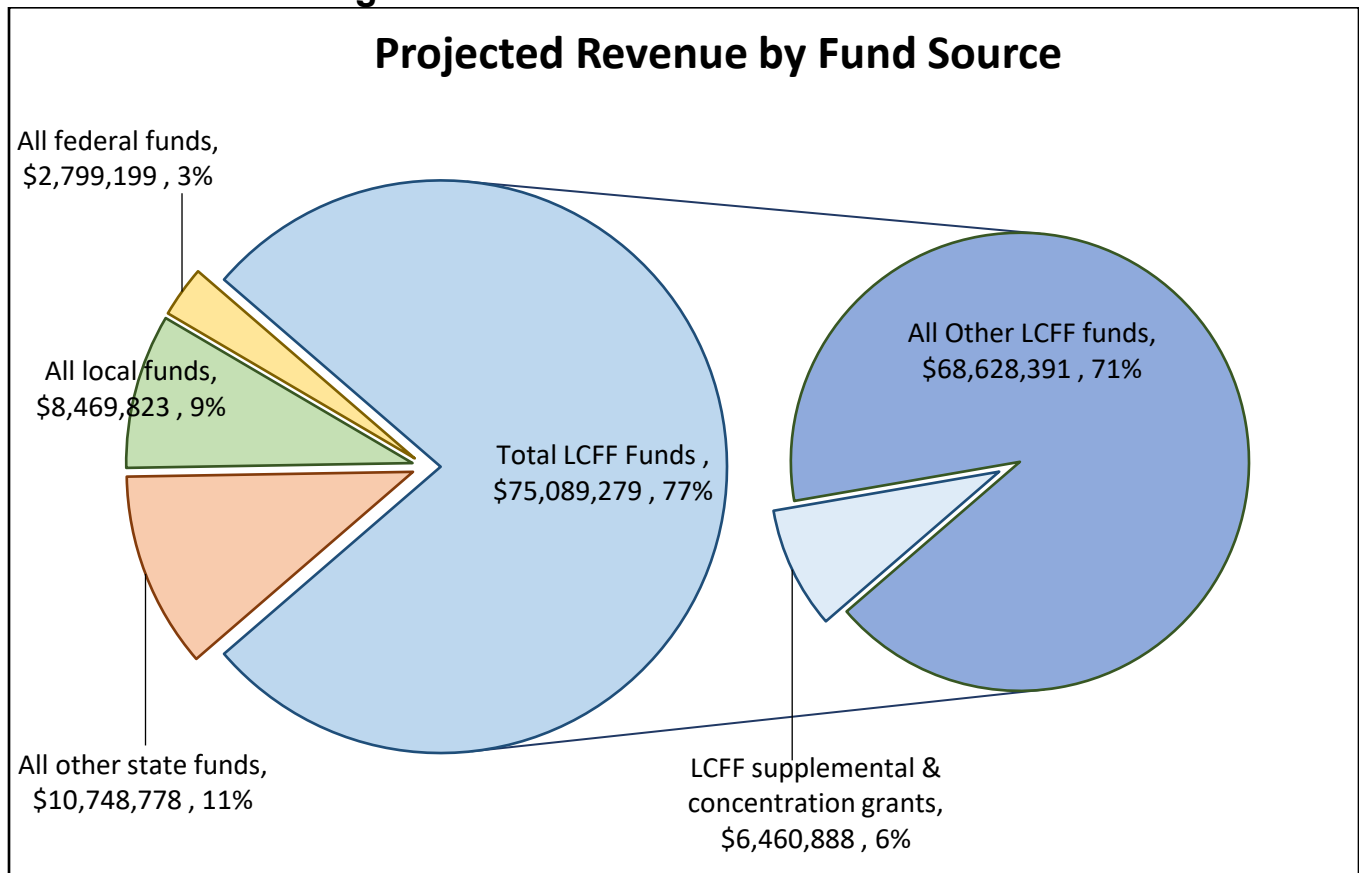
Superintendent

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707-792-4722

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

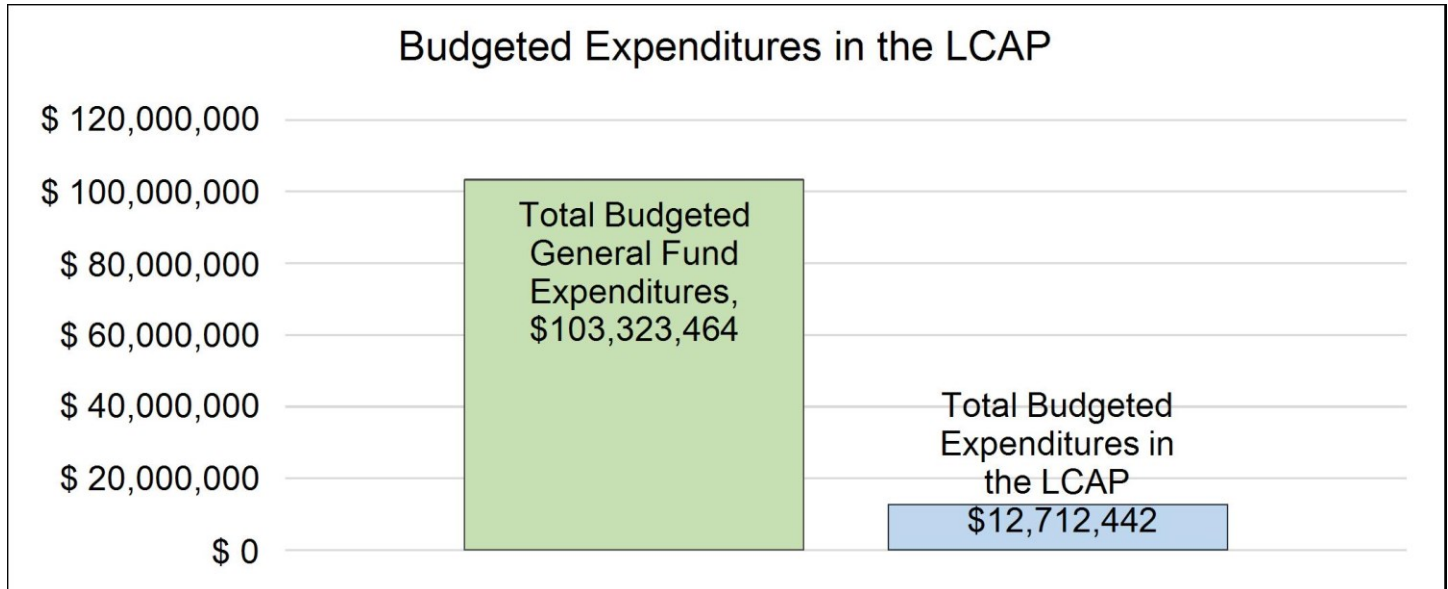


This chart shows the total general purpose revenue Cotati-Rohnert Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cotati-Rohnert Park Unified School District is \$97,107,079, of which \$75,089,279 is Local Control Funding Formula (LCFF), \$10,748,778 is other state funds, \$8,469,823 is local funds, and \$2,799,199 is federal funds. Of the \$75,089,279 in LCFF Funds, \$6,460,888 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 Cotati-Rohnert Park 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: Cotati-Rohnert Park Unified School District plans to spend \$103,323,464 for the 2024-25 school year. Of that amount, \$12,712,442 is tied to actions/services in the LCAP and \$90,611,022 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

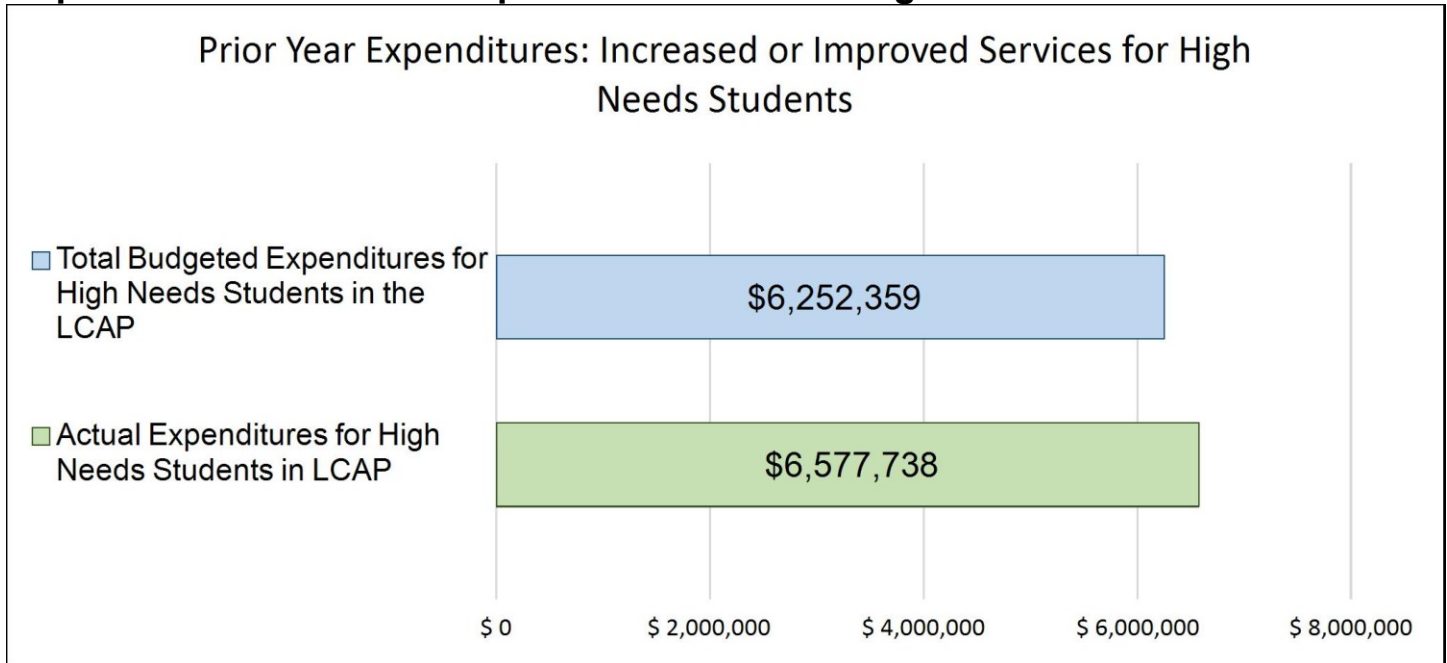
- Certificated Teacher Salaries and Benefits not list specifically in the LCAP
- Site Principals
- District Office Management and Overhead Costs
- IT support
- District Office Clerical Support
- Utility Costs
- Property & Liability Insurance
- Other Contract Services

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

In 2024-25, Cotati-Rohnert Park Unified School District is projecting it will receive \$6,460,888 based on the enrollment of foster youth, English learner, and low-income students. Cotati-Rohnert Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cotati-Rohnert Park Unified School District plans to spend \$6,554,253 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 Cotati-Rohnert Park 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 Cotati-Rohnert Park 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, Cotati-Rohnert Park Unified School District's LCAP budgeted \$6,252,359 for planned actions to increase or improve services for high needs students. Cotati-Rohnert Park Unified School District actually spent \$6,577,738 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name         | Contact Name and Title         | Email and Phone                         |
|---|--------------------------------|---|
| Cotati-Rohnert Park Unified School District | Maitè Iturri<br>Superintendent | maite_iturri@crpusd.org<br>707-792-4722 |

## Goals and Actions

### Goal

| Goal # | Description   |
|--------|---|
| 1      | Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement. |

### Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|--|---|---|--|
| SBAC English Language Arts % Standard Met/Exceeded | (2018-19) = 51.1% Met/Exceeded<br><br>26.6% Standard not met<br><br>2 groups in Red<br>4 groups in Orange | 2021-2022 ELA CAASPP<br>39.9% Standard Met/Exceeded<br>27.6% Standard Nearly Met<br>32.6% Standard Not Met | 2022-2023 ELA CAASPP - June<br>41.7% Standard Met/Exceeded<br>27.0% Standard Nearly Met<br>32.9% Standard Not Met | 2022-2023 ELA CAASPP<br>41.7% Standard Met/Exceeded<br>27.0% Standard Nearly Met<br>32.9% Standard Not Met<br><br>*The 22-23 (Year 2) data is the most current and accurate data available. Year 1 LCAP should have been 2019-2020 data, but testing did not occur due to the COVID outbreak. | Increase to 65% Met/Exceeded<br><br>20% Standard not met<br><br>No groups in Red<br>2 or less groups in Orange<br><br>Or growth model equivalency. |
| SBAC Mathematics % Standard Met/Exceeded           | (2018-19) = 39.7% Met/Exceeded<br><br>34.8% Standard not met  | 2021-2022 Math CAASPP<br>23.9% Standard Met/Exceeded   | 2022-2023 Math CAASPP - June<br>26.4% Standard Met/Exceeded   | 2022-2023 Math CAASPP<br>26.4% Standard Met/Exceeded  | Increase to 55% Met/Exceeded<br><br>20% Standard not met   |

| Metric                               | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--------------------------------------|---|--|---|---|--|
|                                      | 2 groups in Red<br>4 groups in Orange   | 27.3% Standard Nearly Met<br>48.8% Standard Not Met  | 26.4% Standard Nearly Met<br>47.2% Standard Not Met   | 26.4% Standard Nearly Met<br>47.2% Standard Not Met<br><br>*The 22-23 (Year 2) data is the most current and accurate data available. Year 1 LCAP should have been 2019-2020 data, but testing did not occur due to the COVID outbreak.  | No groups in Red<br>2 or less groups in Orange<br><br>Or growth model equivalency. |
| SBAC Science % Standard Met/Exceeded | 25.3% Met or Exceeded the Standards for Science<br><br>19.6% Standard not Met | 2021-2022 Science CAST<br>23.1% Standard Met/Exceeded<br>57.6% Standard Nearly Met<br>19.3% Standard Not Met | 2022-2023 Science CAST - June<br>27.6% Standard Met/Exceeded<br>53.1%% Standard Nearly Met<br>19.4%% Standard Not Met | 2022-2023 Science CAST<br>27.6% Standard Met/Exceeded<br>53.1% Standard Nearly Met<br>19.4% Standard Not Met<br><br>*The 22-23 (Year 2) data is the most current and accurate data available. Year 1 LCAP should have been 2019-2020 data, but testing did not occur due to the COVID outbreak. | 35% Met or Exceeded the Standards for Science<br><br>10% Standard not Met          |

| Metric            | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|-------------------|---|---|--|--|---|
| EasyCBM ELA MCRC  | <p>Not at Risk:<br/>3 = 76%<br/>4 = 80%<br/>5 = 73%<br/>6 = 82%<br/>7 = 75%<br/>8 = 78%</p> <p>*Not all students tested due to DL and Hybrid implications. This created an inflation in outcomes.</p> | <p>Spring 2022 Data, Not At Risk:<br/>3: 70%<br/>4: 79%<br/>5: 72%<br/>6: 85%<br/>7: 69%<br/>8: 75%</p>                         | <p>Spring 2023 Data, Not At Risk:<br/>3: 78.7%<br/>4: 78.9%<br/>5: 70.3%<br/>6: 91.8%<br/>7: 73.3%<br/>8: 75.0%</p> <p>EasyCBM was only used by non-title 1 schools in 22-23 school year</p> | <p>Trimester 3 2024 Data - Star Reading Assessment At or Above Grade Level:<br/>3rd Grade: 44%<br/>4th Grade: 47.5%<br/>5th Grade: 50.8%<br/>6th Grade: 45.4%<br/>7th Grade: 37.7%<br/>8th Grade: 36.1%</p> <p>*Data is not available for Easy CBM due to the district switching local assessment platforms. The metrics will not match.</p> | <p>Not at Risk:<br/>3 = 75%<br/>4 = 75%<br/>5 = 75%<br/>6 = 75%<br/>7 = 75%<br/>8 = 75%</p> |
| Lexile Scores ELA | <p>Baseline to be established in 2021<br/>9th: 63%<br/>10th: 53%</p> <p>*Not all students tested due to DL and Hybrid implications.</p>   | <p>Not available through NewsELA any longer. NewsELA decided to stop offering Lexile Scores without consulting with CRPUSD.</p> | <p>Not available through NewsELA any longer. NewsELA decided to stop offering Lexile Scores without consulting with CRPUSD.</p>  | <p>Not available through NewsELA any longer. NewsELA decided to stop offering Lexile Scores without consulting with CRPUSD.</p>  | <p>Improve from baseline by 15%.<br/>9th: 78%<br/>10th: 68%</p>                             |
| EasyCBM Math CCSS | <p>Not at Risk:<br/>3 = 62%<br/>4 = 64%<br/>5 = 65%<br/>6 = 69%<br/>7 = 70%<br/>8 = 71%</p>   | <p>Spring 2022 Data, Not At Risk:<br/>3: 67%<br/>4: 63%<br/>5: 54%<br/>6: 80%<br/>7: 71%</p>                                    | <p>Spring 2023 Data, Not At Risk:<br/>3: 77.3%<br/>4: 76.5%<br/>5: 64.9%<br/>6: 85.0%<br/>7: 80.1%</p>   | <p>Trimester 3 2024 Data - Star Math Assessment At or Above Grade Level:<br/>3rd Grade: 48.5%<br/>4th Grade: 50.8%<br/>5th Grade: 53%</p>  | <p>Not at Risk:<br/>3 = 70%<br/>4 = 70%<br/>5 = 70%<br/>6 = 70%<br/>7 = 70%<br/>8 = 70%</p> |

| Metric                                   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24                       |
|--|---|---|---|---|---|
|  | *Not all students tested due to DL and Hybrid implications. This created an inflation in outcomes.                    | 8: 74%  | 8: 49.0%<br>EasyCBM was only used by non-title 1 schools in 22-23 school year   | 6th Grade: 48.6%<br>7th Grade: 45.5%<br>8th Grade: 47.7%<br><br>*Data is not available for Easy CBM due to the district switching local assessment platforms. The metrics will not match. |   |
| CCSS ELA Standard Implementation         | CCSS ELA Standards Implementation: The Curriculum committee will develop a rubric on a 1-4 scale for implementation.  | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS ELA Standards Implementation is 4 out of 5  | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS ELA Standards Implementation is 4 out of 5  | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS ELA Standards Implementation is 4 out of 5  | Score a 3 on the majority of the rubric criteria. |
| CCSS Mathematics Standard Implementation | CCSS Math Standards Implementation: The Curriculum committee will develop a rubric on a 1-4 scale for implementation. | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS Math Standards Implementation is 4 out of 5 | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS Math Standards Implementation is 4 out of 5 | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS Math Standards Implementation is 4 out of 5   | Score a 3 on the majority of the rubric criteria. |
| NGSS Implementation                      | CCSS Science Standards Implementation: The  | The adopted rubric on the Local Performance   | The adopted rubric on the Local Performance   | The adopted rubric on the Local Performance   | Score a 3 on the majority of the rubric criteria. |



| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24 |
|---|---|--|--|--|-----------------------------|
|   | Curriculum committee will develop a rubric on a 1-4 scale for implementation. | Indicators is on a scale of 1-5. NGSS Standards Implementation is 2 out of 5 | Indicators is on a scale of 1-5. NGSS Standards Implementation is 3 out of 5 | Indicators is on a scale of 1-5. NGSS Standards Implementation is 3 out of 5 |                             |
| Annual Williams/SARC Report on Teacher Credentialing    | 100%of Teachers are appropriately credentialed                                | 100% of teachers are appropriately credentialed                              | 100% of teachers are appropriately credentialed                              | 100% of teachers are appropriately credentialed                              | 100%                        |
| Textbook Sufficiency as measured by the Williams Report | 100%  | 100%   | 100%   | 100%   | 100%                        |
| Teacher Misassignment                                   | 0%  | 0%   | 0%   | 0%   | 0%                          |

## 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.

Our baseline data predates the onset of Covid-19, and we are actively striving to surpass our pre-pandemic assessment data levels. CRPUSD has made some progress, but we have not yet reached all of our desired outcomes. We have discontinued some assessments in favor of more effective alternatives, as part of our ongoing efforts to improve academic outcomes. We have transitioned from utilizing Easy CBM and NewsELA to implementing Renaissance STAR assessments. A highlight of this goal is that we have met all identified expectations regarding the Williams Act, Teacher Misassignment and Standard Implementation for ELA, Math and NGSS. To support academic achievement, CRPUSD has adopted ELA, math, and science curricula over the last three years through a rigorous adoption process.

Successes:

Action 1.5 and Action 1.6 - The district showed small incremental growth in meeting or exceeding on the Math SBAC due to the adoption of new math curriculum and supports.

Action 1.3 and Action 1.4 - The district showed small incremental growth in meeting or exceeding on the ELA SBAC due to the adoption of new math curriculum and supports.

Challenges:

Action 1.1 - The district was on target as of year 2 to meet it's desired outcome for the 23-24 using the EasyCBM platform. In year, the district switched platformed and the metrics no longer match causing us to no longer have a comparison.

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.

Increase:

Action 1.1 - The district changed local assessment platforms from Easy CMB to Renaissance Learning and therefore our cost increased due to a new three year contract.

Action 1.2 - District required more professional development than originally considered. New curriculum adoptions required more professional development.

Action 1.3 - Full ELA adoption required new materials across the district, increasing our cost.

Action 1.4 - Additional ELA supports for curriculum adoption were required and we hired a 0.2 FTE support, increasing our cost.

Action 1.5 - The district purchased new math curriculum in grade 6-12 and therefore the cost increase more than originally anticipated.

Action 1.6 - The district funded part of a curriculum specialist to support the new math curriculum adoption, at an increased cost.

Action 1.9 - District hired more new teachers than originally anticipated. This increased the teacher induction cost.

Decrease:

Action 1.10 - The district purchased less student licenses that originally anticipated, resulting in a decrease in expenditures.

Action 1.15 - The district will be spending a remainder of this allocation during the summer of 2024 on classroom technology.

Action 1.16 - The district had difficulties in hiring a staff member to oversee the MTSS program which delayed training, causing a reduction in teacher training costs.

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

Effective:

Action 1.2, 1.8, 1.9, 1, 10, 1.15, 1.16 - CRPUSD found these actions to be effective because they helped teachers to become more prepared and focused.

Action 1.3, 1.4, 1.5 and 1.6, 1.7 - CRPUSD found these goals to be effective because SBAC data indicates that we are experiencing incremental growth in ELA, math, and science. This progress signifies a positive trajectory towards the districts desired outcomes. Our efforts include a significant investment in the adoption of new materials across all three areas, the implementation of new assessment platforms, and the provision of rigorous professional development opportunities.

Action 1.11, 1.13, - CRPUSD has found these actions to be effective because they allow us to create reports and monitor the progress of unduplicated students.

Action 1.14 - CRPUSD has found this action to be effective because it offers students an alternative educational setting

Ineffective:

Action 1.1 - This actions was found to be ineffective due to a change in local assessment platforms from Easy CBM to Renaissance Learning.

Action 1.12 - This actions was found to be ineffective because we have discontinued the GATE program.

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.

Based on reflections of our data, CRPUSD has revised the goals for the district's 2024-25 LCAP. CRPUSD has transitioned to more effective assessment platforms, replacing EasyCBM with Renaissance STAR, as noted on the metrics identified for EASY CBM ELA and Math. This change was motivated by STAR's regular nationwide norming, alignment with California state standards, and its ability to provide data that better reflects student performance on end-of-year state assessments including more detailed data points.

The district is updating Action 1.2 following the successful achievement of goals by the Math and Science task force. Task force participants are now providing input on professional development initiatives. This new Professional Development committee will address the Universal Transitional Kindergarten instructional needs also. CRPUSD found this goal to be effective because SBAC data indicates that we are experiencing incremental growth in ELA, math, and science.

The district is removing Action 1.5. Following the district-wide adoption of new math curriculum in 2022, our focus now shifts towards fully implementing it with rigor and supporting teachers in enhancing their classroom practices. Additionally, supplemental math curriculum is being provided as an integral component of our adopted core curriculum.

The district is removing Action 1.7. Following the district-wide adoption of new science curriculum for the 2024-25 school year, our focus will shift towards fully implementing it with rigor and supporting teachers in enhancing their classroom practices. Additionally, supplemental science curriculum is being provided as an integral component of our adopted core curriculum.

The district is removing Action 1.12 as it is now integrated into the professional development opportunities for teachers. These opportunities aim to facilitate the implementation of rigorous, extended, and enriched learning experiences through differentiated instruction within the classroom setting.

The district is discontinuing Action 1.15 as it is not funded through the LCAP. CRPUSD remains steadfast in its commitment to providing all students with access to technology. This commitment began in the 2019-2020 school year and continues to ensure that all classrooms have up-to-date educational technology resources.

The following actions have been identified as necessary and relevant and are being moved into the new LCAP: Action 1.1, 1.3, 1.4, 1.6, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.16.

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

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | Implement a broad course of study that meets all students' needs and interests and prepares them for college and career. |

### Measuring and Reporting Results

| Metric                                  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|---|--|--|--|---|--|
| Graduation Rates                        | 2019-2020:<br>92.5% District-Wide<br><br>SED: 92.7%<br>SWD: 70%<br>ELLs: 82.7% | 2021-2022:<br>Preliminary Data<br>90.4% District Wide<br><br>SED: 87.5%<br>SWD: 77.1%<br>ELLs: 86.8% | 2022-2023:<br>*Preliminary Data*<br>95.1% District Wide<br><br>SED: 92.6%<br>SWD: 87.1%<br>ELLs: 82.2% | 2022-2023 Final Data:<br>89.5% District Wide<br><br>SED: 87.5%<br>SWD: 72%<br>ELLs: 82.8%<br><br>*Will be updated in July when 23-24 data becomes available | 93% District Wide<br><br>Socioeconomically Disadvantaged: 93%<br>SWD: 73%<br>ELLs: 85% |
| A-G Completion Rates                    | 46.3% completion rate for 2019-2020  | 36.8% completion rate for 2021-2022  | 53.68% *Preliminary* completion rate for 2022-2023   | 48.8% Final Completion Rate for 2022-2023<br><br>*Will be updated in July when 23-24 data becomes available   | 54% Completion rate  |
| College and Career Readiness % Prepared | 2019-2020 = 43.9% District Wide  | 2021-2022 Preliminary Data<br><br>Overall = 30.1%<br>EL = 5.1%                                       | 2022-2023 Preliminary Data<br><br>Overall = 31.2%<br>EL = 3.1%   | 2022-2023 Final Data<br><br>Overall = 37.7%<br>EL = 12.5%<br>SED = 28.55  | District Wide 45%<br><br>Socioeconomically Disadvantaged: 43%<br>SWD 25%               |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|--|--|---|---|---|
|   | <p>Socioeconomically Disadvantaged: 39.3%<br/>SWD: 18.3%</p> <p>Work Ready Certificates- EL Camino = 0</p> | <p>SED = 19.7%<br/>SWD = 6.9%</p> <p>Data will increase somewhat when we get AP test data back in the fall.</p>                | <p>SED = 17.3%<br/>SWD = 2.8%</p> <p>Official data will be released on the CA Dashboard in late 2023</p>  | <p>SWD = 7.3%</p> <p>*Will be updated in August/September when 23-24 data becomes available</p>   | <p>Work Ready Certificates- EL Camino = 70%</p>   |
| CTE Pathway Enrollment                              | <p>2019-2020: 456 = 32%</p> <p>Unduplicated Pupils Enrollment in CTE Pathway 395 = 27%</p>                 | <p>2021-2022<br/>35% of students were in a CTE Pathway course</p> <p>Unduplicated Pupil's Enrollment in CTE Pathway is 31%</p> | <p>2022-2023<br/>Official Enrollment will be released in July/August<br/>*Preliminary Data*: 60.67% of students were in a CTE course</p> <p>Unduplicated Pupil's Enrollment in CTE out of all unduplicated pupils: 55.32%</p> | <p>2023-2024<br/>35.2% of students in grade 9-12 have been enrolled in at least 1 CTE course during this school year.</p> <p>Unduplicated Pupil's in grades 9-12 Enrollment in CTE out of all unduplicated pupils in grades 9-12: 36.4%</p> | <p>35%</p> <p>Unduplicated Pupils Enrollment in CTE Pathway = 30%</p>                       |
| % of 10th-12th grade students that took an AP test. | <p>2019-2020<br/>175 of 1387 = 12.62%</p> <p>(SED) 6.7%<br/>SWD: 1 student<br/>ELLs: 3.2%</p>              | <p>2021-2022<br/>251 of 1551 = 16%</p> <p>SED = 24%<br/>SWD = 2%<br/>ELL = 6%</p>  | <p>2022-2023<br/>271 of 1607 = 16.86%</p> <p>SED = 9.84%<br/>SWD = .89%<br/>ELL = 2.33%</p>   | <p>2022-2023<br/>271 of 1607 = 16.86%</p> <p>SED = 9.84%<br/>SWD = .89%<br/>ELL = 2.33%</p> <p>*22-23 school year data is the most</p>  | <p>20%</p> <p>Socioeconomically Disadvantaged (SED) 10%<br/>SWD: 3 student<br/>ELLs: 5%</p> |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24       |
|---|---|---|--|---|-----------------------------------|
|   |   |   |  | current and accurate data   |                                   |
| AP Pass Rate with a Score of 3 or Higher                | 2019-2020 of 509 tests taken, 266 had a score of 3 or higher = 52%                            | 2021-2022 of 370 tests taken 197 had a score of 3 or higher = 53.3%       | 2022-2023 of 489 tests taken 308 had a score of 3 or higher = 62.99%   | 2022-2023 of 489 tests taken 308 had a score of 3 or higher = 62.99%<br><br>*22-23 school year data is the most current and accurate data | 55%                               |
| High School Dropout Rates<br>Middle School Dropout Rate | 2016-17 Annual Adjusted Grade 9-12 Dropout Rate = 2.5%<br><br>Middle School Dropout rate = 0% | 2021-2022 dropout rates are:<br>Middle School = .9%<br>High School = 1.7% | 2022-2023 dropout rates are:<br>Middle School = .14%<br>High School = 1.78%                                      | 2023-2024 Dropout Rates<br><br>Middle School = .07%<br>High School = 1.33%  | 2.5% 9-12<br><br>0% Middle School |
| # of students enrolled in an AVID class                 | In grade spans:<br>10-12<br>6-8<br>Baseline to be set in 2021                                 | Enrollment in Fall 2021-2022<br>Grades 6-8 = 248<br>Grades 9-12 = 33      | Enrollment in 2022-2023 during the entire school year:<br>Grades 6-8 = 581 students<br>Grades 9-12 = 43 students | Enrollment in the 2023-2024 from August through January:<br>Grades 6-8: 300 Students<br>Grades 9-12: 67 Students                          | 10-12: 50<br>6-8: 40              |
| Seal of Biliteracy                                      | 2019-20 14%   | There were zero Seals of Bilaterally in 2021-2022<br>THS = 0%             | 2022 - 2023 Seals of Biliteracy<br>*Preliminary Data*<br>THS = 12.3%   | 2022-2023 Seal of Biliteracy Final Data<br>THS = 9.5%<br>RCHS = 0%  | 18%                               |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|---|--|--|--|--|
|  |   | RCHS = 0%  | RCHS = 0%  | ECHS = 0%  |  |
| Enrollment of Unduplicated Pupils in AP            | 19-20 AP Class Enrollment Data:<br>ELs= 8.7%<br>SED = 21.51%<br>SWD = 4 students  | 2021-2022 Data:<br>ELs = 1.9%<br>SED = 24.3%<br>SWD = 1.6%   | 2022-2023 Data:<br>ELs = 4.8%<br>SED = 14.6%<br>SWD = 1.6%   | 2023-2024 August - January Data:<br>ELs = 3%<br>SED = 31%<br>SWD = 2%  | AP Data:<br>ELs= 10%<br>SED = 25%<br>SWD = 6 students  |
| Completion of 4 year plan for High School students | Baseline will be set in year 1.   | Our of 535 freshmen, 263 completed 4-year plans, which is 49% 100% at THS - 83 Freshmen 40% at RCHS - 448 Freshmen                                     | Our of 535 freshmen, 263 completed 4-year plans, which is 49% 100% at THS - 83 Freshmen 40% at RCHS - 448 Freshmen                                       | 100% of 9th grade students completed a 4 year plan that is monitored and revised as needed.  | 100% of 9th, 10th, and 11th graders will have a 4 year plan that is monitored and revised as needed.   |
| College Readiness determined by EAP for ELA        | 2020-2021 ELA EAP Pass Rate: 67% of the 55% of total students who took the test. Total students in grade 11 was 510, and 279 took the test. | 2021 - 2022 ELA EAP Pass Rate: 47.22% pass rate of the 87.1% of students who took the test. Total students in grade 11 was 496, and 432 took the test. | 2022 - 2023 ELA EAP Pass Rate: 55.16% pass rate of the 94.06%% of students who took the test. Total students in grade 11 was 505, and 475 took the test. | 2022 - 2023 ELA EAP Pass Rate: 55.16% pass rate of the 94.06%% of students who took the test. Total students in grade 11 was 505, and 475 took the test.<br><br>*The 22-23 (Year 2) data is the most current and accurate data available. Year 1 LCAP should have been 2019-2020 data, | 75% of all students who take the ELA EAP will pass the test with a score of 4 or 3, and 75% of all 11th grade students will take the EAP test. |



| Metric                                       | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--|--|--|--|---|---|
|  |  |  |  | but testing did not occur due to the COVID outbreak.  |   |
| College Readiness determined by EAP for Math | 2020-2021 Math EAP Pass Rate: 25% of the 53% of total students who took the test. Total students in grade 11 was 510, and 268 took the test. | 2021 - 2022 Math EAP Pass Rate: 19.13% pass rate of the 88.5%% of students who took the test. Total students in grade 11 was 496, and 439 took the test. | 2022 - 2023 Math EAP Pass Rate: 22.31% pass rate of the 94.06% of students who took the test. Total students in grade 11 was 505, and 475 took the test. | 2022 - 2023 Math EAP Pass Rate: 22.31% pass rate of the 94.06% of students who took the test. Total students in grade 11 was 505, and 475 took the test.<br><br>*The 22-23 (Year 2) data is the most current and accurate data available. Year 1 LCAP should have been 2019-2020 data, but testing did not occur due to the COVID outbreak. | 40% of all students who take the Math EAP will pass the test with a score of 4 or 3, and 75% of all 11th grade students will take the EAP test. |

## 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.

CRPUSD exceeded the desired goal for the CTE Pathway Enrollment, AP pass rate, AVID enrollment and completion of 4 year plans of High School students. For all other metrics, we did not meet the identified desired outcome. CRPUSD recognizes the significance of these metrics within education; however, there is ongoing consideration to realign our district's focus.

Successes:

Action 2.2 - The district expanded the CTE high school offerings and therefore saw an increase in overall enrollment, which met the desired outcome for 23-24 school year at 35.2%. The percentage of unduplicated student enrollment in CTE courses exceeded expectation at a 36.4% rate.

Action 2.3 - As on the first Semester of the 23-24 school year, the district exceeded desired outcomes with an overall total of 300 students participating in the AVID program.

Challenges:

Action 2.5 - The district did not meet its 23-24 desired outcome for graduation rates in any student demographic groups (Socio Economically Disadvantaged, Students with Disabilities or English Language Learners). The district also did not meet its 23-24 desired outcome for College and Career readiness.

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.

Increase:

Action 2.2 - Expansion of CTE offerings in the high school schedules required staff members, resulting in an increase in funding.

Action 2.7 - The district hired additional teachers for Math Intervention due to a identified need, resulting in an increased cost.

Action 2.11 - The district trained additional teachers due to the increase in AP offerings. Due to the increase in AP offering, the district also purchased additional materials resulting in an increased cost.

Decrease:

Action 2.8 - TMS reduced staffing from 1.0 wood shop teacher to 0.2 STEM integration teacher due to the loss of the wood shop teacher resulting in a decreased cost.

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

After careful reflection on our data, CRPUSD has observed minimal growth across the majority of the metrics outlined in goal 2. Consequently, CRPUSD believe it is more appropriate to shift our focus towards different data points that prioritize equity and ensure access for all students. Through an equity lens, subsequent goals will utilize metrics such as the seal of biliteracy attainment, enrollment in AVID classes, and completion of a 4-year plan to address student achievement and success across all student demographic groups.

Effective:

Action 2.1, 2.4, 2.5, 2.6, 2.7, 2.12, 2.13 - The district found these actions to be effective and schools will continue to monitor student success and effectiveness.

Action 2.2 - The district found the expansion of career readiness and CTE courses to be effective. The expansion of the CTE pathways increased enrollment to 35.3%.

Action 2.3 - The district has found this action to be effective in providing access to the AVID program. The amount of students enrolled in AVID continues to increase, providing supports to a wide range of students.

Action 2.9, 2.14, 2.15 - The district found these actions to be effective as the increased staffing was effective in promoting student growth.

Action 2.10 - The district found this actions to be effective in increasing student engagement in outdoor education.

Action 2.11 - The district found this actions to be effective in increasing teacher preparation for AP classes, enabling the school to expand their offerings.

Ineffective:

Action 2.8 - The action was found to be ineffective for students at Technology Middle School because they did not have adequate access to PBL to enhance academic performance and integrate STEM, due to staffing shortages.

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.

Based on reflections of our data, CRPUSD has revised the goals for the district's 2024-25 LCAP.

The following actions have been identified as necessary and relevant and are being moved into the new LCAP: Action 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15.

The district is revising Action 2.8 due to the change in program offerings at has moved to goal 4.

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

## Goals and Actions

### Goal

| Goal # | Description   |
|--------|---|
| 3      | Create and maintain optimum learning and working environments for students and staff. |

### Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24                                       |
|---|---|--|--|--|---|
| Students who selected "Yes, most of the time" or "Yes, all of the time" for School Connectedness on the California Healthy Kids Survey 2019-2020. | Grade 5 - 72%<br>Grade 7 - 56%<br>Grade 9 - 56%<br>Grade 11 - 50% | CHKS is only offered every other year, so the data remains the same as last year.<br>Grade 5 - 72%<br>Grade 7 - 56%<br>Grade 9 - 56%<br>Grade 11 - 50% | CHKS is only offered every other year, so the data remains the same as last year.<br>Grade 5 - 72%<br>Grade 7 - 56%<br>Grade 9 - 56%<br>Grade 11 - 50% | CRPUSD did not implement the CHKS survey after the baseline data was retrieved from the 2019-2020 school year. The CHKS survey has been replaced by the Youth Truth survey and will no longer be administered. | Grade 5 - 82%<br>Grade 7 - 66%<br>Grade 9 - 66%<br>Grade 11 - 60% |
| Students who perceived their school as "very safe" or "safe" on the California Healthy Kids Survey 2019-2020.                                     | Grade 5 - 78%<br>Grade 7 - 51%<br>Grade 9 - 52%<br>Grade 11 - 51% | CHKS is only offered every other year, so the data remains the same as last year.<br>Grade 5 - 78%<br>Grade 7 - 51%<br>Grade 9 - 52%<br>Grade 11 - 51% | CHKS is only offered every other year, so the data remains the same as last year.<br>Grade 5 - 78%<br>Grade 7 - 51%<br>Grade 9 - 52%<br>Grade 11 - 51% | CRPUSD did not implement the CHKS survey after the baseline data was retrieved from the 2019-2020 school year. The CHKS survey has been replaced by the Youth Truth survey and will no longer be administered. | Grade 5 - 85%<br>Grade 7 - 85%<br>Grade 9 - 85%<br>Grade 11 - 85% |

| Metric               | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|----------------------|--|---|--|---|---|
| Chronically Absent % | 18-19 will be used as a baseline: Chronic Absent Rate of 9.4%<br><br>2 groups in Red<br>4 groups in Orange | 2021-2022: Chronic Absenteeism Rate of 50.1%<br><br>10 groups in Very High (Red)<br>0 groups in High (Orange) | 2022 - 2023: Chronic Absenteeism Rate is 24.8% - May<br><br>Group data will be available in Fall | 2023-2024: Chronic Absenteeism Rate as of May 28th: 20.3%<br><br>2022-2023 Group Data:<br>0 Groups in Red<br>2 Groups in Orange | Chronic Absent Rate of 6%<br><br>No groups in Red<br>2 groups in Orange |
| Suspension Rate      | 18-19 Suspension Rate of 5.1%<br><br>4 groups in Red<br>2 groups in Orange                                 | 2021-22 Suspension Rate of 4.3%<br><br>4 groups in Very High (Red)<br>3 groups in High (Orange)               | 2022- 2023: Current Suspension Rate is 4.28%<br><br>Group data will be available in Fall         | 2023 - 2024: Suspension Rate as of February 5th is 2.88%<br><br>2022-2023 Group Data:<br>3 Groups in Red<br>6 Groups in Orange  | Suspension Rate of 3.0%<br><br>No groups in Red<br>2 groups in Orange   |
| FIT Survey           | Schools in exemplary condition 1<br>Schools in good condition 9<br>Schools in fair condition 1             | Schools in exemplary condition 1<br>Schools in good condition 9<br>Schools in fair condition 1                | Schools in exemplary condition 1<br>Schools in good condition 9<br>Schools in fair condition 1   | Schools in exemplary condition 3<br>Schools in good condition 4<br>Schools in fair condition 4                                  | All schools will be in "Good" condition or above.                       |
| Attendance Rate      | 2020-21<br>93% overall, but due to COVID-19 and distance learning, this data is not normed.                | 2021-2022<br>87.3% overall  | 2022 - 2023<br>91.77%  | 2023-2024 as of February 5th:<br>92.94%   | 95% Overall Attendance Rate   |

| Metric                | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|-----------------------|---|--|--|---|--|
| Expulsion Rate        | <p>2020 -21<br/>0 expulsions due to Distance Learning.<br/>19-20 Expulsion rate was 1.2%, but March-June students were distance learning from home due to the COVID-19 Pandemic.</p> <p>Average between 2018-2020 was 8 students.</p> | During the 2021-2022 school year, CRPUSD had 12 total expulsions. The expulsion rate is .2%.   | During the 2022-2023 school year, CRPUSD has had 11 total expulsions. The rate is .19%.  | So far in the 2023 - 2024 school year, CRPUSD has had 4 expulsions. The rate is .06%  | Average between 2021-22, 22-23 and 23-24 = 4 expulsions.<br>Expulsion rate of .09% |
| Youth Truth - PENDING | New metric added in 2021-2022   | <p>Elementary School Safety</p> <p>1. Students - 42nd Percentile</p> <p>2. Family - 48th Percentile</p> <p>3. Staff - 51st Percentile</p> <p>Middle School Safety</p> <p>1. Students - 64th Percentile</p> <p>2. Family - 33rd Percentile</p> <p>3. Staff - 19th Percentile</p> <p>High School Safety</p> <p>1. Students - 43rd Percentile</p> | <p>Elementary School Safety</p> <p>1. Students - 58th Percentile</p> <p>2. Family - 55th Percentile</p> <p>3. Staff - 57th Percentile</p> <p>Middle School Safety</p> <p>1. Students - 28th Percentile</p> <p>2. Family - 41st Percentile</p> <p>3. Staff - 49th Percentile</p> <p>High School Safety</p> <p>1. Students - 47th Percentile</p> | <p>2023-2024 Results: Elementary School Safety</p> <p>1. Students - 39th Percentile*</p> <p>2. Family - 56th Percentile</p> <p>3. Staff - 43rd Percentile</p> <p>Middle School Safety</p> <p>1. Students - 30th Percentile</p> <p>2. Family - 45th Percentile</p> <p>3. Staff - 29th Percentile</p> <p>High School Safety</p> |  |

| Metric | Baseline | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24 |
|--------|----------|---|---|---|-----------------------------|
|        |          | 2. Family - 54th Percentile<br>3. Staff - 50th Percentile | 2. Family - 60th Percentile<br>3. Staff - 73rd Percentile | 1. Students - 57th Percentile<br>2. Family - 71st Percentile<br>3. Staff - 67th Percentile<br><br>*There is a large change in the percentile for student safety at the elementary level from the 22-23 school year to the 23-24 school year due to the incorrect data point being pulled during the 22-23 school year. The data point that was pulled was the percent positive responses, not the percentile ranking. The percentile ranking from the 22-23 school year was 31st percentile |                             |

## Goal Analysis

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

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

The district's chronic absenteeism percentage for the groups identified in red has seen a significant decrease, which is a noteworthy achievement. However, we recognize that there remains substantial room for improvement. Our target of 6% is considerably lower than our current rate of 20.1%. This underscores the ongoing need for concerted efforts to bridge this gap and achieve our desired outcome. The suspension rate has shown a significant decrease, nearly halving over the course of the LCAP. However, our focus must now turn to specific student demographic group data, where we still face challenges in meeting our desired outcomes. Despite our goal of having no groups in red and only two groups in orange, the data for 2022-23 reveal three groups in red and six in orange. As a final highlight, our expulsion data over the past three years reflects a notable decrease. The district is on a trajectory to successfully achieved the desired outcomes.

**Successes:**

Action 3.9 - The district expulsion rate has progressively decreased and we are on target to met our 23-24 desired outcome, showing the effectiveness of our restorative practices.

Action 3.13 - The district attendance rate has incremental increased is progressing towards our target.

**Challenges:**

Action 3.15 - The districts action of providing training for culturally responsive schools has shown to be a challenge based on the data of suspension rates with a combined increase in groups in red and orange, also not meeting the 23-24 desired outcome. This will be a focus area for the creation of future LCAPs.

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.

**Increase:**

Action 3.5 - Due to increase in SDC classes, the district require additional Elementary school Assistant Principals resulting in an increased cost.

Action 3.16 - There was an increase in Special Education staffing due to an increased enrollment, the number of students identifies and the services provided.

Action 3.15: There was an increase in cost from \$0 planned expenditures to \$75,000 due to an increased need in culturally responsive teacher training.

**Decrease:**

Action 3.9 - This allocation was not spent due to the implementation of a juvenile diversion program and providing restorative practices PD district wide, causing a decrease in cost.



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

After careful reflection on our data, CRPUSD has observed minimal growth across the majority of the metrics outlined in goal 3. Consequently, CRPUSD believe it is more appropriate to shift our focus towards different data points that prioritize equity and ensure access for all students such as Youth Truth Data that is implemented yearly. Through an equity lens, subsequent goals will utilize metrics such as the Youth Truth Data, Chronic Absenteeism Rate and Expulsion rate. With a professional development focus on equity and anti-bias, we are confident that we will continue to make positive strides in these areas moving forward. By prioritizing training and education in these critical areas, we aim to foster a more inclusive and equitable school environment, ultimately leading to further improvements in our outcomes and the well-being of all students.

Effective:

Action 3.9, 3.10 - The continued implementation of restorative practices has proven to be effective in decreasing district suspension and expulsion rates.

Action 3.12 - Ensuring that all students had access to meals effectively increased the districts attendance rate.

Action 3.1, 3.2 - The district found this action to be effective since maintenance and office staffing is essential and pertinent.

Action 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, 3.13, 3.14, 3.16 - The district found these actions to be effective in providing adequate staffing for meeting unduplicated student needs.

Ineffective:

Action 3.15 - Due to the lack of training, this goal was ineffective in creating inclusive school environments.

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

Action 3.1 (Maintenance Staffing), 3.2 (Office Staffing), 3.4 (Combo Class Reduction), 3.8 (Psychologists), 3.12 (Meals) and 3.16 (Support for SPED Students) are being removed. After careful review of the actions, CRPUSD has identified that many of the actions were not appropriate for inclusion in the LCAP. Moving forward, the district will refine its approach to action planning to better align with the LCAP objectives. All other actions will be restructured in our new LCAP to ensure alignment with identified priorities and maximize their impact.

The following actions have been identified as necessary and relevant and are being moved into the new LCAP: Action 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.13, and 3.14.

The district is removing Action 3.15. The intent and results will be embedded in other actions within goal 1 in the new LCAP.

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

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 4      | Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school. |

### Measuring and Reporting Results

| Metric                                      | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|--|--|--|---|---|
| Special Education Focus Group Participation | Will be established in Year 1                            | The special education committee met five times this year and had representatives from 7 out of 11 schools. | The special education committee met six times during the 22-23 school year and had representatives from 9 out of 11 schools. | The special education committee has met four times during the 23-24 school year and had representatives from 9 out of 11 schools. | Special Education Focus Group will hold at least 2 annual meetings and have representation from at least 1 Sped Student parent/guardian per school. |
| DELAC Participation                         | Less than 5 schools have an elected parent rep in DELAC. | 65% of schools had functioning ELAC that elected at DELAC rep. DELAC met 5 times in 2021-2022.             | 80% of schools had functioning ELAC that elected a DELAC rep. DELAC met 4 times in 2022-2023                                 | 90% of schools had functioning ELAC that elected a DELAC rep. DELAC has met 4 times so far.                                       | 90% schools required to have an ELAC, will have an elected DELAC rep attending DELAC meetings.  |
| ELAC Participation                          | Will be established in Year 1                            | 70% of schools had a functioning ELAC (7 of 10 schools)  | 80% of schools had a functioning ELAC (8 of 10 schools)  | 90% of schools had a functioning ELAC (9 of 10 schools)   | All schools required to have an ELAC will have at least 5 elected parents to the ELAC.  |
| ELAC Compliance                             | Will be established in Year 1                            | 7 schools currently have a functioning ELAC  | 8 schools currently have a functioning ELAC  | 9 schools currently have a functioning ELAC   | All schools required to have an ELAC will   |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|--|---|---|--|--|
|   |  |   |   |  | hold all required meetings annual.   |
| Community Focus Group Feedback Sessions                       | Wellness Committee had 25 members attend 4 meetings. | The Wellness Committee was folded into the LCAP Committee, which met 4 times during the year.   | The Wellness Committee was folded into the LCAP Committee, which met 4 times during the year.   | The Wellness Committee was folded into the LCAP Committee, which meets 5 times a year. The committee has met 4 times so far for the 23-24 school year. | Wellness Committee will continue to have 25 members attending 4 annual meetings.   |
| Participation in an LCAP Parent Survey                        | Will be established in Year 1.                       | 409 parents participated in the LCAP survey, or 15%.  | 412 Parents participated in the LCAP survey, or about 15%   | 336 parents participated in the LCAP survey, or 12%  | 75% of all parents will participate in the LCAP Parent Survey.   |
| Parent Satisfaction Instructional Program: LCAP Parent Survey | Will be established in Year 1.                       | 343 out of 405 parents (85%) strongly agreed or agreed that their child's school promotes academic success for all students.              | 345 our of 412 parents (85%) strongly agreed or agreed that their child's school promotes academic success for all students.              | 295 out of 336 parents (88%) strongly agreed or agreed that their child's school promotes academic success for all students.                           | 75% of all parents will indicate they are satisfied or above with the instructional programs at CRPUSD as indicated on the LCAP Parent Survey. |
| Parent Satisfaction Parent Engagement: LCAP Parent Survey     | Will be established in Year 1.                       | 323 out of 404 parents (80%) strongly agreed or agreed that their child's school communicates clearly about school activities and events. | 325 out of 412 parents (80%) strongly agreed or agreed that their child's school communicates clearly about school activities and events. | 273 out of 336 parents (81%) strongly agreed or agreed that their child's school communicates clearly about school activities and events.              | 75% of all parents will indicate they are satisfied or above with the Parent Engagement at CRPUSD as indicated on the LCAP Parent Survey.      |

## Goal Analysis

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

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

The LCAP Parent survey results demonstrate an outstanding achievement, surpassing our target of 81% satisfaction or higher in parent engagement. We are delighted to report that a significant majority of parents who participated in the survey expressed satisfaction, highlighting the effectiveness of our engagement initiatives. The district is actively working to establish ELAC groups in all schools, with positive momentum toward our goal. The Special Education committee successfully met the district's target of convening twice, yet representation from all schools was not yet achieved.

Successes:

Action 4.3 - The district met our 23-24 desired outcomes in percent of schools required to have an ELAC providing a DELAC representative.

Action 4.10 - The district surpassed its expectation of satisfaction on parent engagement at 81%.

Challenges:

Action 4.3 - The district did not meet the goal of having all schools with a functioning ELAC, if required.

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.

Decrease:

Action 4.7 - Due to difficulties in hiring community liaisons, there was a reduction in cost for these positions.

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

After reviewing our data, CRPUSD has observed that ELAC and DELAC participation is meeting or exceeding the desired outcome for the 2023-24 school year. Currently, 9 out of 10 schools have active ELAC committees, and DELAC has met four times with 90% school representation.

Effective:

Action 4.1, 4.2, 4.3, 4.8 - The district has found parent involvement to be effective showing an increase in DELAC participation, Special Education focus group participation and parent satisfaction on surveys regarding parent engagement and instructional programming.

Action 4.4, 4.5, 4.10 - The district has effectively utilized parent communication, showing an increase of parent satisfaction with district communication in multiple languages..

Action 4.6 - The district has found SOS to effectively reduce the number of suspensions and expulsions.

Action 4.9 - The district has found TPA bussing effective in increasing student attendance.

Ineffective:

Action 4.7 - The district did not find the community liaisons to be effective due to the difficulty in filling all positions. If these position were filled, the staff members would have been able to ensure that all schools have an ELAC committee.

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

Action 4.2, Parent Electronic Access to Student Data, is eliminated as it merges into other initiatives. The district will now focus on developing methods for parent education and fostering open communication regarding student achievement and attendance to enhance student success.

Action 4.8 is being removed as the Special Education Committee integrates into the MTSS process mid-year 2023-24, aiming to advance services and initiatives under the MTSS umbrella.

All remaining actions (Action 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10) will be allocated to the relevant new LCAP goal for the 2024-25 school year.

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

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 5      | Focus Goal to provide English Learner and RFEP students with equitable services. |

### Measuring and Reporting Results

| Metric                           | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24                                   |
|----------------------------------|---|---|--|---|---|
| ELPAC Proficiency                | 18-19:<br>Level 4= 16.4%<br>Level 3 = 37.7%<br>Level 2= 30.1%<br>Level 1 = 15.7%              | 2021-2022 Data<br>Level 4= 16.1%<br>Level 3 = 34.5%<br>Level 2= 32.1%<br>Level 1 = 17.3%      | 2022-2023 Data<br>Level 4 = 17.3%<br>Level 3 = 33.6%<br>Level 2 = 29.3%<br>Level 1 = 19.7%   | 2022-2023 Data<br>Level 4 = 17.3%<br>Level 3 = 33.6%<br>Level 2 = 29.3%<br>Level 1 = 19.7%<br><br>*The 22-23 (Year 2) data is the most current and accurate data available. Year 1 LCAP should have been 2019-2020 data, but testing did not occur due to the COVID outbreak. | Level 4= 35%<br>Level 3 =35%<br>Level 2= 15%<br>Level 1 = 15% |
| English Learner Reclassification | In the 2019-20 school year, 18.9% of students were reclassified as Fluent English Proficient. | 10.2% of students were reclassified as Fluent English Proficient in the 2021-2022 School Year | 6.8% of students were reclassified as Fluent English Proficient in the 2022-2023 School Year | 5.6% of students have been reclassified as Fluent English Proficient as of May 2024 for the 2023-2024 School Year.  | Cumulatively, over 3 years reclassify 35% of ELLs             |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24                                     |
|--|---|--|--|--|---|
| CCSS ELD Standards Implementation: The Curriculum committee with develop a rubric on a 1-4 scale for implementation.                                   | To be established in year 1   | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS ELD Standards Implementation is 4 out of 5 | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS ELD Standards Implementation is 4 out of 5 | The adopted rubric on the Local Performance Indicators is on a scale of 1-5. CCSS ELD Standards Implementation is 4 out of 5 | Score a 3 on the majority of the rubric criteria.               |
| Placement of ELL students (without a waiver) in Designated ELD grades 6-12. ELL students with an IEP all have Linguistic Appropriate goals/objectives. | To be established in year 1 :<br>% of ELs placed:<br>6-8<br>9-12<br><br>IEP % | 2021-2022 % of EL's placed:<br>6-8 = 95%<br>9-12 = 97%<br><br>IEP = 98%  | 2022-2023 % of EL's placed:<br>6-8 = 63.4%<br>9-12 = 63.5%<br><br>IEP = 31%  | 2023-2024 % of EL's placed:<br>6-8 = 83.2%<br>9-12 = 64.2%<br><br>IEP = 18%  | % of ELs placed:<br>6-8 = 100%<br>9-12 = 100%<br><br>IEP = 100% |
| Enrollment of ELLs in Spanish for Spanish Speakers.  | To be established in year 1   | 39 of a 130 students were ELL in the 2021-2022 school year   | 46 of a 151 students were ELL in the Spanish for Spanish Speakers class in the 2021-2023 school year                         | 78 of 180 students were ELL in the Spanish for Spanish Speakers class in the 2023-2024 School Year                           | Increase by 20% from baseline.                                  |
| % of ELLs that are Long Term ELLs in secondary   | To be established in year 1<br>9-12th grade<br>6-8th grade                    | 2021-2022 School Year<br><br>31.27% of all EL students are LTELLs. 9-12th Grade - 78.6% of EL students are LTELLs            | 2022-2023 School Year<br><br>29.85% of all EL students are LTELLs. 9-12th Grade - 66.24% of EL students are LTELLs           | 2023-2024 School Year<br><br>31.08% of all EL students are LTELLs 9th-12th Grade - 72.41% of EL students are LTELLs          | Decrease from baseline by 20%                                   |



| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|---|--|---|
|   |  | 6-8th Grade - 88.5% of EL students are LTELLs  | 6-8th Grade - 50.43% of EL students are LTELLs  | 6th-8th Grade - 67.19% of EL students are LTELLs   |   |
| ELL specific PD.                              | To be established in year 1<br>% of teachers/ Sped Staff, and Admin participating in ELL specific PD.<br>TK-5<br>6-8<br>9-12 | Teachers at MV & TMS teachers were offered ELL PD in November.<br>TK-5 = 15%<br>6-8 = 17%<br>9-12 - 0% | Teachers at MV & TMS teachers were offered ELL PD in November.<br>TK-5 = 30%<br>6-8 = 25%<br>9-12 - 15% | 100% of teachers, SpEd staff, and admin were trained in designated and integrated ELL PD strategies in November 2023 and January 2024.<br>TK-5 = 100%<br>6-8 = 100%<br>9-12 = 100% | Reach 75% over 3 years.   |
| Participation in PD for ELL Paraprofessionals | To be established in year 1  | 5 ELL PD sessions were offered and 82% of ELL paraprofessionals attended                               | 7 ELL PD sessions were offered and 91% of ELL paraprofessionals attended                                | 4 ELL PD sessions have been offered so far in the 2023-2024 School year with   | All ELL Paras receive at least 15 hours a year of EL support Specific PD. |

## Goal Analysis

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

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

The districts ELD standards implementation maintained an implementation rate above the desired outcome. While we have increased the number of ELL students enrolled in Spanish for Spanish Speakers, we are still below the desired outcomes and will continue to strive to increase this enrollment. Professional development for ELL Paraprofessionals and all teaching staff reached the desired outcomes in year 3 of the LCAP. CRPUSD still has significant room for improvement in the percentage of multilingual learners designated as long-term English Language Learners.

Successes:

Action 5.8 - The district exceeded its desired outcomes in providing professional development on specific EL strategies by providing PD to all teachers, SpEd staff and administrators.

Challenges:

Action 5.1 - The district decreased in English Learner reclassification and therefore did not meet its desired outcome for the 23-24 school year of 35%. The district did not meet its goal on LCAP proficiency, with no substantial movement towards the desired outcome.

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.

Increase:

Action 5.7 - The district hired more staff members to support our EL students than originally anticipated causing an increase in cost.

Action 5.8 - Due to the academic performance of multiple lingual students, the district identified the need to increase Professional development in supporting EL students.

Decrease:

Action 5.5 - We were unable to hire EL support staffing and therefore provided less sections to support students, resulting in a decrease in cost.

Action 5.6 - The STEM program was discontinued therefore the funds were not spent.

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

The district wide reclassification rate for long term ELL's in secondary have shown little to no improvement over the course of the current LCAP. There will be a concerted effort to improve these areas through our focus goal for the 2024/25 LCAP.

Effective:

Action 5.1, 5.3 - The district has effectively supported our EL and RFEP students in increasing in enrollment for the Spanish for Spanish speakers class.

Action 5.5, 5.7, 5.8 - The district was able to effectively provide ELD professional development to teachers, administrators and paraprofessionals. This is shown in the slight increase in ELPAC proficiency rates.

Action 5.2 - The district has found the PLC to be effective to allow consistent and frequent data review meetings of English Learner progress.

Action 5.4 - The district has found the work of the ELL advisory committee to be effective and has included this work within the DELAC committee.

Ineffective:

Action 5.6 - The district found this action to be ineffective due to the discontinuation in the participation of the Bay Area Ensure STEM.

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.

All actions (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8) have been deemed effective and will continue into the new LCAP cycle, undergoing restructuring and placement within the appropriate new goal. This restructuring will lead to the creation of new actions aimed at enhancing these metrics over the next three-year cycle. The district has developed a focus goal for the new 2024/25 LCAP addressing the specific needs of our multilingual learner students.

**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](mailto: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                         |
|---|--------------------------------|---|
| Cotati-Rohnert Park Unified School District | Maitè Iturri<br>Superintendent | maite_iturri@crpusd.org<br>707-792-4722 |

## Plan Summary [2024-25]

### General Information

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

The Cotati-Rohnert Park Unified School District (CRPUSD) serves approximately 6,155 students spanning from Transitional Kindergarten (TK) through grade 12 across its seven elementary, two middle schools, one continuation high school, and two comprehensive high schools. This student body represents a diverse community, encompassing residents of Cotati, Rohnert Park, and neighboring areas. The ethnic composition of the student population is as follows: 37% White, 46% Hispanic, 4% Asian, 1% American Indian, 2% African American, 2% not reported, 1% Native Hawaiian or Pacific Islander, and 7% identifying with two or more races.

Within the district, there are 1,149 English Language Learners, collectively speaking 26 languages in addition to English. Of these learners, 89% communicate primarily in Spanish. Moreover, there are approximately 944 students with special needs and a total of 3,080 unduplicated pupils. The dedicated staff of CRPUSD works tirelessly to deliver a rigorous and relevant educational experience to prepare students for both collegiate pursuits and professional careers while instilling values of community engagement and civic responsibility.

CRPUSD's faculty collaborates cohesively to address students' educational and socio-emotional needs. Through ongoing discussions centered on pedagogy, student data analysis, fostering positive school climates, and nurturing self-directed learners, educators, administrators, and support personnel collectively strive to help students achieve their academic and personal aspirations. Leveraging a robust array of academic and extracurricular programs, CRPUSD empowers students to realize their full potential.

To provide for the unique needs of individual students, instructional practices are differentiated to accommodate diverse learning styles and abilities, with progress continually monitored and assessed. When students encounter challenges, the staff employs a range of academic and socio-emotional interventions and strategies to provide necessary support. CRPUSD is committed to ensuring that every child receives a quality education, and this vision is deeply embedded in its operations.

Developing the Local Control and Accountability Plan (LCAP), alongside its associated goals and action steps, underscores CRPUSD's steadfast commitment to student achievement. Notably, the 2024-2027 LCAP includes dedicated focus goals to enhance outcomes for English Learners, outlining specific metrics, actions, and services tailored to address their needs and promote academic success.

The equity multiplier funding in CRPUSD focuses on strategies that amplify the positive effects of deliberate, intentional implementation of standards and engaging lessons to promote fairness and equality in educational opportunities for specific student demographic groups. The district aims to ensure that all students, regardless of their background, have access to the resources and support they need to succeed.

## Reflections: Annual Performance

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

Schools that received the lowest performance level on one or more indicators on the 2023 dashboard face significant challenges that require immediate attention and intervention. Below are the identified schools within our district with the lowest performance on one or more indicators.

SUSPENSION INDICATOR: Technology Middle School (TMS) & Thomas Page Academy (TPA);  
GRADUATION RATE: EL Camino (ELCO)  
ENGLISH LEARNER PROGRESS: Rancho Cotate High School (RCHS) & Evergreen Elementary (EVS)  
CHRONIC ABSENTEEISM (BELOW);  
Evergreen Elementary (EVS)  
John Reed Primary (JRS)  
Monte Vista Elementary (MVS)  
Richard Crane Elementary (RCE)  
Technology Middle School (TMS)  
Thomas Page Academy (TPA)  
University Elementary at La Fiesta (UELF)

ELA INDICATOR: Technology Middle School (TMS);  
MATH INDICATOR: Technology Middle School (TMS)

College and Career Indicator (CCI)  
District Wide (RED) SWD  
El Camino High School (RED) HIS, SED, & ALL  
Rancho Cotate High School (RED) SWD, (ORANGE) EL, HIS, SED & CAU

Any student demographic group in the LEA that received the lowest performance on one or more indicators on the 2023 dashboard requires targeted support and strategic interventions to enhance their academic outcomes. Below are the identified student demographic groups within our district with the lowest performance on one or more indicators.

SUSPENSION INDICATOR: AA; FOSTER YOUTH; STU DISABILITIES (RED)  
GRADUATION RATE: HISPANICS; STU DISABILITIES; SOC DISADV (ORANGE)  
ENGLISH LEARNER PROGRESS: ENGLISH LEARNER (YELLOW)  
CHRONIC ABSENTEEISM: AA & FOSTER YOUTH (ORANGE)  
ELA INDICATOR: ENGLISH LEARNERS (RED); STU DISABILITIES, SOC DISADV, HISPANICS, WHITE & 2 OR MORE RACES (ORANGE)  
MATH INDICATOR: ENGLISH LEARNERS (RED); STU DISABILITIES & AA (ORANGE)

Any student demographic group in a specific school that received the lowest performance on one or more indicators on the 2023 dashboard requires strategic and deliberate actions to enhance their academic outcomes. Below are the identified student groups in a specific school with the lowest performance on one or more indicators.

EVS: (ORANGE) SUSPENSION (SWD & MR); ELA (EL & SWD); CHRON ABSENT (EL & SWD)

JRS: (RED) SUSPENSION (WH); ELA (EL);

Marguerite Hahn Elementary (MHS) : (RED) SUSPENSION (SED); MATH (EL, HI, SWD; ELA (EL, SED, HI, SWD); CHRON ABSENT (MR & SWD)

Monte Vista Elementary (MVS): (RED) ELA (SWD);

UELF: (ORANGE) ELA (SED & HI); CHRON ABSENT (SWD, SED, HI)

TPA: (RED) SUSPENSIONS (SED, HI, SWD); MATH (EL)

RCE: (RED) ELA (SED)

TMS: (RED) SUSPENSIONS (SED, WH, MR)

Lawrence Jones Middle School (LJMS): (RED) MATH (HIS, SED & SWD), (RED) ELA (SWD)

Technology High School (THS): (ORANGE) SUSPENSIONS (WH & SED)

RCHS: (RED) SUSPENSIONS (AA)

ELCO: (ORANGE) SUSPENSION (SED & HI); GRAD RATE (SED)

In the process of evaluating CAASPP data, it's crucial to focus on identifying any red indicators or combinations of red and orange, which may signal areas of concern or potential improvement. Below are those student demographic groups who have been identified by the current dashboard as meeting this criteria.

ELA & MATH SPECIFIC STUDENT DEMOGRAPHIC GROUP:

ENGLISH LEARNERS (RED/RED)

ELA & MATH SCHOOLS:

ELA DECLINED: JRS, LJMS, MVS, RCE

ELA MAINTAINED: TPA & UELF

ELA INCREASED: TMS

MATH DECLINED: MVS & TPA

MATH MAINTAINED: JRS

MATH INCREASED: TMS

After careful evaluation of the above data, CRPUSD's staff is making a concerted, strategic and deliberate effort to address the identified needs of specific student demographic groups in order to increase and improve both services and outcomes for the students and families of the district.

Suspension Rates:



Red: African American (AA), Foster Youth, and Students with Disabilities

Improvement Strategies: CRPUSD is implementing targeted behavioral support programs, restorative justice practices, and personalized intervention plans to reduce suspensions.

Actions explicitly aligned to address: 1.14, 1.16, 1.17, 1.19, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.10, 2.12, 3.1, 3.3, 3.4, 3.5

Graduation Rates:

Orange: Hispanics, Students with Disabilities, Socioeconomically Disadvantaged

Improvement Strategies: CRPUSD is enhancing academic support services, providing mentoring and counseling, and offering additional resources such as tutoring and college readiness programs to boost graduation rates.

Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.15, 1.17, 1.22, 1.23, 2.5, 2.8, 2.12

English Learner Progress:

Yellow: English Learners

Improvement Strategies: CRPUSD is strengthening English language development programs, using tailored instructional strategies, and increasing access to language acquisition resources.

Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.12, 2.5, 2.6, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11

Chronic Absenteeism:

Orange: African American (AA), Foster Youth

Improvement Strategies: CRPUSD is increasing engagement through extracurricular activities, offering transportation support, and providing comprehensive family outreach and support services to reduce absenteeism.

Actions explicitly aligned to address: 1.10, 1.14, 1.16, 1.17, 1.18, 1.19, 1.20, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.10, 2.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

English Language Arts (ELA) Performance:

Red: English Learners

Orange: Students with Disabilities, Socioeconomically Disadvantaged, Hispanics, White, Two or More Races

Improvement Strategies: CRPUSD is delivering differentiated instruction, offering specialized reading interventions, and providing additional tutoring and support to improve ELA performance.

Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.22, 2.5, 2.13, 4.1, 4.2, 4.3, 4.5, 4.6, 4.9, 4.10, 5.1

Math Performance:

Red: English Learners

Orange: Students with Disabilities, African American (AA)

Improvement Strategies: CRPUSD is implementing targeted math interventions, ensuring access to tutoring and resources, and utilizing data-driven instruction to address specific learning gaps in math.

Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.13, 1.22, 1.25, 2.5, 2.13, 4.1, 4.2, 4.3, 4.5, 4.6, 4.8, 5.2

By addressing the needs of these student demographic groups through focused, strategic and deliberate implementation of these strategies, CRPUSD believes that the educational outcomes for all students, but specifically for the identified student demographic groups in these areas, can and will be significantly improved.

## Reflections: Technical Assistance

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

Cotati-Rohnert Park USD continues to meet the state eligibility requirements for Differentiated Assistance (DA) based on the 2023 Dashboard. DA eligibility is connected to the state's priority areas. On the 2023 Dashboard based on the 2023 CAASPP, CRPUSD remains eligible based upon the following criteria:

\*Pupil Achievement:

ELA and Math

English Learners Red (Very Low)

To improve overall student achievement for Multilingual Learners in CRPUSD, several initiatives are currently underway:

\*Robust and targeted professional development specifically to increase and improve outcomes in integrated and designated ELD

\*Implementation and training for Be Glad instructional strategies to increase and improve outcomes for multilingual learners.

\*Training and implementation of Project Based Learning and Universal Design for Learning instructional practices.

\*Tier 1 interventions provided, updated and implemented at all sites.

\*Professional Learning Communities (PLC) will focus on the implementation of guaranteed standards, common formative assessments, and data analysis focused on multilingual learners outcomes.

\*Outcomes in a Broad Course of Study

Standard met- Medium

Very Low- Students with Disabilities

Through the Compliance and Improvement Monitoring Process, CRPUSD has engaged in robust and meaningful conversations for the specific student demographic group of Students with Disabilities. The district identified members of the CIM Team, has listed the overall goal/problem of practice of the CIM plan and prioritized root cause(s). The district created an overall goal: By December 2025, CRPUSD will Increase equity by providing access to the General Education setting for SWD by increasing the inclusion of SWD in the GE setting more than 80% of the day from 52.15% to 71%. To improve the access for SWD, the following initiatives are currently underway:

\*Professional development on new adopted Secondary Math curriculum (Illustrative Math) and District assessments (STAR).

\*MTSS monthly meetings and roll out of Tier 1 and 2 supports in general education classes.

\*Create a FAPE + Parent Input review process

\*Create process Maps/ Guiding documents and update drives where housed.

\*Update notes templates and provide examples of documentation of the offer of FAPE on the services page and in notes.

\*Communication with case managers, school psych, GE and SPED admin, co-teachers, parents to ensure people understand policies and procedures around LRE, as well as the continuum of supports.

School Climate - Suspension  
Red (Very High):  
African American  
Foster Youth  
Students with Disabilities

To reduce exclusionary discipline (Suspension Rates) in CRPUSD, several initiatives are currently underway:

\*Laura Mooiman, a PBIS and restorative practices expert, is leading an eight-week Restorative-PBIS course for all district administrators. The course includes weekly online lessons followed by virtual meetings with global teams to discuss implementation strategies. Laura will also provide in-person training and support sessions at each school.

\*A juvenile diversion program (JDP) through CPI will launch in August, with a counselor stationed at RCHS, THS, LJMS, and TMS.

\*A mandatory re-entry process for suspensions will be implemented for all students.

\*Funding will be maintained for three social workers in secondary schools, two behaviorists, and two elementary school counselors.

\*Monthly suspension tracking by specific student demographic group using EduClimber will inform discussions during principal meetings.

\*Social Emotional Learning (SEL) remains a district-wide focus, with weekly lessons provided by Everyday Speech covering topics such as health, bullying, digital citizenship, and safety. High schools will further integrate SEL curriculum.

\*A detailed discipline matrix prioritizing "Other Means of Correction" over suspension for most offenses will be reviewed by Student Services in August.

Student Services is developing staff resources on bullying, harassment, digital safety, race, and equity to support administrators and teachers in providing education and re-teaching opportunities.

In conclusion, CRPUSD believes that through implementing a comprehensive array of support services which will reduce be more inclusive for SWD, to disrupt inequitable exclusionary discipline and promote positive school environments, there will be a positive shift with this data. Through participating in trainings led by expert guidance from Laura Mooiman, administrators will be undergoing intensive Restorative-PBIS training, complemented by ongoing virtual collaboration and in-person support sessions. Additionally, the introduction of a juvenile diversion program, mandatory re-entry processes for suspensions, and continued funding for social workers and counselors underscore the district's commitment to holistic student well-being. With robust SEL initiatives, including weekly lessons covering critical topics, and a shift towards prioritizing alternative means of correction over suspension, CRPUSD is fostering a culture of inclusivity and support for all students. Through ongoing monitoring and staff resources, the district aims to empower educators in creating safe, nurturing, and equitable learning environments conducive to student success.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)                            | Process for Engagement  |
|---|---|
| Rohnert Park Cotati Educators Association (RPCEA) | <div>Meet and Confer Discussions</div> <div>Teacher surveys</div> <div>LCAP Committee Meetings</div> <div>School Site Council Meetings</div> <div>The CRPUSD administration and RPCEA representatives engaged in numerous discussions to explore various ideas, opportunities and methods for improving student achievement and providing safe and inclusive, welcoming environments for all through the LCAP actions and for shaping the district's future goals. These discussions focused on strategies to better support both students and staff, ensuring that their needs and perspectives are integral to the district's planning and development processes.</div> |
| LCAP Committee Meetings                           | <div>The LCAP Committee met on</div> <div>October 23, 2023</div> <div>December 7, 2023</div> <div>February 5, 2024</div> <div>March 11, 2024</div> <div>April 22, 2024</div> <div>During the LCAP committee meetings, members were assigned the task of refining the wording of the new LCAP goals to ensure they were meaningful, manageable, and measurable. Additionally, the</div>  |

| Educational Partner(s)   | Process for Engagement   |
|--------------------------|--|
|                          | <p>committee provided suggestions for actions the district could take to achieve these goals and proposed metrics to assess the effectiveness of these actions.</p> <p>The LCAP committee included teachers, parents, students, administrators, and Board members. The community was invited to participate through bi-monthly meetings, held both in person and online to ensure accessibility through multiple modalities.</p>   |
| Student Forum Groups     | <p>Student forums were held on site campuses with ages 4th - 12th on the following days<br/> February 26, 2024<br/> February 27, 2024<br/> February 29, 2024<br/> March 4 2024<br/> March 7, 2024<br/> March 12, 2024<br/> March 14, 2024<br/> April 5, 2024</p> <p>During the forums, students were invited to share their insights on the proposed LCAP goals and actions. Their feedback primarily focused on how each goal could enhance their own educational experience and that of their peers at the school. Their feedback was used to make edits and revisions of the LCAP Goals and Actions.</p>  |
| District Leadership Team | <p>The District Leadership Team was engaged in providing input on LCAP Goals on February 29th. The team reviewed data and drafted LCAP goal language and provided input as to how meaningful, measurable and manageable the goals were. They made suggestions to wording and intent for the goals which resulted in edits and new language for the goals.</p> <p>The District Leadership Team was engaged in providing input on LCAP Actions for each goal on March 28th. The team reviewed prior LCAP goals and actions to determine impact and effectiveness. The team then provided input on actions for the new LCAP goals. They made suggestions to wording and actions which resulted in edits and new language for the actions proposed to meet new LCAP Goals.</p> |

| Educational Partner(s)   | Process for Engagement  |
|--|---|
|  |   |
| Parents  | A survey was distributed to all district parents via ParentSquare, prompting them to evaluate the impact and effectiveness of each goal using a Likert scale ranging from "Strongly Agree" to "Strongly Disagree." Their input was used to evaluate the potential impact and effectiveness of each goal and edits and revisions were made based on that input.  |
| Teachers   | A survey was emailed to all district teachers, requesting them to assess the impact and effectiveness of each goal using a Likert scale ranging from "Strongly Agree" to "Strongly Disagree." Their input informed edits and rewrites of the LCAP Goals and Actions. Teachers also participate as members of the LCAP Committee, on School Site Councils, and as part of the RPCEA Union Meet and Confer sessions.                  |
| District English Learner Advisory Committee (DELAC) Meetings                           | During the DELAC committee meetings, members were assigned the task of refining the wording of the new LCAP goals to ensure they were meaningful, manageable, and measurable. Additionally, the committee provided suggestions for actions the district could take to achieve these goals and proposed metrics to assess the effectiveness of these actions.  |
| Site Based English Learner Advisory Committee Meetings                                 | Each school site held individual ELAC committee meetings throughout the school year. Members were assigned the task of refining the wording of the new LCAP goals to ensure they were meaningful, manageable, and measurable. Additionally, the committee provided suggestions for the goal areas and any actions the district could take to achieve these goals and proposed metrics to assess the effectiveness of these actions. |
| Special Education Local Plan Area (SELPA)  | The district met with SELPA members, through the Compliance Improvement Process (CIM), and worked together to refine the wording of the new LCAP goals to ensure they were meaningful, manageable, and measurable. Additionally, SELPA members provided suggestions for actions the district could take to achieve these goals and proposed metrics to assess the effectiveness of these actions.                                   |
| Civil Service Employee Association (CSEA)/Service Employees International Union (SEIU) | The CRPUSD administration and CSEA/SEIU representatives engaged in numerous discussions to explore various ideas, opportunities and methods for improving student achievement and   |

| Educational Partner(s) | Process for Engagement   |
|------------------------|--|
|                        | providing safe and inclusive, welcoming environments for all through the LCAP actions and for shaping the district's future goals. These discussions focused on strategies to better support both students and staff, ensuring that their needs and perspectives are integral to the district's planning and development processes.  |
| Equity Multiplier      | Throughout the 2023-2024 school year, the district, in partnership with educational partners, actively sought feedback from student groups across all grade levels, parent groups via surveys and committee meetings, and staff members through surveys, committee meetings, and district-wide collaborative meetings. Participants could attend these sessions either in person or virtually. Due to the fact that this was a district level lens, these efforts, supported by equity multiplier funds, significantly influenced the development of the LCAP by identifying necessary actions and goals for student success. All relevant dates are detailed in the Process for Engagement section. |

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

As part of CRPUSD's ongoing commitment to academic excellence, the district focused on continuously collaborating with local educational partners to enhance educational opportunities for students, with input from parents, teachers, students, and through community meetings to include educational partners. Throughout the 2023-2024 school year, feedback was solicited from student groups across all grade levels, parent groups via surveys and committee meetings, and from staff members through surveys, committee meetings, and district-wide collaborative meetings. Participants had the option to attend these venues either in person or virtually. All pertinent dates are listed above in the Process for Engagement section.

As a result of these meetings and partnerships, CRPUSD was able to obtain robust, targeted and specific action recommendations for the district's LCAP.

Suggested Highlights include:

- \*Focused and meaningful professional development
- \*Tier 1 instructional support through Project Based Learning (PBL) and/or Universal Design for Learning (UDL)
- \*Continue to offer and expand AVID classes at middle school and high school campuses.
- \*STEM/STEAM/Makerspace
- \*Foster and build strong relationships between teachers and students
- \*Fund and support Outdoor Education
- \*Fund and support major school events (ie: field trips, math nights)
- \*Fund and support Career Technical Education (CTE) Pathways expansion



District Equity Multiplier Engagement: Throughout the 2023-2024 school year, the district, in partnership with educational partners, actively sought feedback from student groups across all grade levels, parent groups via surveys and committee meetings, and staff members through surveys, committee meetings, and district-wide collaborative meetings. Participants could attend these sessions either in person or virtually. Due to the fact that this was a district level lens, these efforts, supported by equity multiplier funds, significantly influenced the development of the LCAP by identifying necessary actions and goals for student success. All relevant dates are detailed in the Process for Engagement section.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | CRPUSD will improve instructional outcomes for students and reduce disparities across specific student demographic groups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs. | Broad Goal   |

State Priorities addressed by this goal.

|  |
|--|
| Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning)<br>Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 7: Course Access (Conditions of Learning)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
|--|

An explanation of why the LEA has developed this goal.

|   |
|---|
| CRPUSD made the goal of improving instructional outcomes and reducing disparities across student demographic groups in our district because the current data on district-wide CAASPP scores reveal concerning trends. With only 25.8% of students meeting or exceeding standards in Mathematics and 40.2% in ELA It is evident that there's a pressing need for improvement in academic achievement. Moreover, the disparities between different student demographic groups further emphasize the urgency of action. By setting this goal, we are committing to providing an excellent, diverse, equitable, and inclusive education that addresses the unique needs of all students. This goal serves as a guiding principle for our efforts to enhance instructional practices, allocate resources effectively and equitably, and implement targeted interventions to ensure that every student has the opportunity to succeed academically. |
|---|

## Measuring and Reporting Results

| Metric # | Metric               | Baseline                                   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome             | Current Difference from Baseline |
|----------|----------------------|--|----------------|----------------|---------------------------------------|----------------------------------|
| 1.1      | Guaranteed Standards | Level 1 out of 4 on rubric                 |                |                | Level 4 out of 4 on rubric            |                                  |
| 1.2      | STAR ELA             | Winter Data for the 23-24 School Year ELA: |                |                | All Students - 51% At/Above Benchmark |                                  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|--|----------------------------------|
|          |        | <p>All Students - 40.65% At/Above Benchmark</p> <p>Students With Disabilities (SWD) - 16.1% At/Above Benchmark</p> <p>Socio Economically Disabiities (SED) - 30.92% At/Above Benchmark</p> <p>English Learners (EL) - 15.2% At/Above Benchmark</p> <p>Hispanic (HI) - 29.5% At/Above Benchmark</p> <p>American Indian (AI) - 28.9% At/Above Benchmark</p> <p>Asian (AS) - 53.0% At/Above Benchmark</p> <p>African American (AA) - 38.8% At/Above Benchmark</p> <p>Filipino (FI) - 54% At/Above Benchmark</p> <p>Pacific Islander (PI) - 24% At/Above Benchmark</p> |                |                | <p>SWD -26.% At/Above Benchmark</p> <p>SED - 42% At/Above Benchmark</p> <p>EL - 25.% At/Above Benchmark</p> <p>HI - 40% At/Above Benchmark</p> <p>AI - 39% At/Above Benchmark</p> <p>AS - 63% At/Above Benchmark</p> <p>AA - 49% At/Above Benchmark</p> <p>FI - 64% At/Above Benchmark</p> <p>PI - 34% At/Above Benchmark</p> <p>MR - 58% At/Above Benchmark</p> |                                  |

| Metric # | Metric    | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|-----------|--|----------------|----------------|--|----------------------------------|
|          |           | Mixed Race (MR) - 47.6% At/Above Benchmark<br><br>White (WH)- 52.8% At/Above Benchmark<br><br>Foster Youth (FOS) - 27.0% At/Above Benchmark<br><br>Homeless (HOM) - 21.1% At/Above Benchmark<br><br>Long-Term English Learning (LTEL) - 2.39% At/Above Benchmark |                |                | WH - 63% At/Above Benchmark<br><br>FOS - 37% At/Above Benchmark<br><br>HOM - 31% At/Above Benchmark<br><br>Long-Term English Learning (LTEL) - 12% |                                  |
| 1.3      | STAR Math | Winter Data for the 23-24 School Year<br><br>Math:<br>All Students - 47.43% At/Above Benchmark<br><br>SWD - 16.9% At/Above Benchmark<br><br>SED - 37.89% At/Above Benchmark<br><br>EL - 23.8% At/Above Benchmark   |                |                | All Students - 57% At/Above Benchmark<br><br>SWD - 27% At/Above Benchmark<br><br>SED - 48% At/Above Benchmark<br><br>EL - 34% At/Above Benchmark   |                                  |

| Metric # | Metric | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|--|----------------------------------|
|          |        | HI - 38.7% At/Above Benchmark<br><br>AI - 35.6% At/Above Benchmark<br><br>AS - 64.6% At/Above Benchmark<br><br>AA - 41.6% At/Above Benchmark<br><br>FI - 70.5% At/Above Benchmark<br><br>PI - 31.6% At/Above Benchmark<br><br>MR - 53.8% At/Above Benchmark<br><br>WH - 56.6% At/Above Benchmark<br><br>FOS - 34.5% At/Above Benchmark<br><br>HOM - 40% At/Above Benchmark<br><br>LTEL - 15.1% At/Above Benchmark |                |                | HI - 49% At/Above Benchmark<br><br>AI - 46% At/Above Benchmark<br><br>AS - 75% At/Above Benchmark<br><br>AA - 52% At/Above Benchmark<br><br>FI - 81% At/Above Benchmark<br><br>PI - 42% At/Above Benchmark<br><br>MR - 64% At/Above Benchmark<br><br>WH - 67% At/Above Benchmark<br><br>FOS - 45% At/Above Benchmark<br><br>HOM - 50% At/Above Benchmark |                                  |

| Metric # | Metric            | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|-------------------|--|----------------|----------------|---|----------------------------------|
|          |                   |  |                |                | LTEL - 25%<br>At/Above<br>Benchmark   |                                  |
| 1.4      | SBAC (CAASPP ELA) | 22-23 School Year<br>ELA:<br>All Students - 40.28%<br>Met or Exceeded<br><br>SWD - 13.57% Met or<br>Exceeded<br><br>SED - 29.10% Met or<br>Exceeded<br><br>EL - 11.64% Met or<br>Exceeded<br><br>HI - 32.19% Met or<br>Exceeded<br><br>AI - 29.41% Met or<br>Exceeded<br><br>AS - 51.45% Met or<br>Exceeded<br><br>AA - 32.14% Met or<br>Exceeded<br><br>FI - 70% Met or<br>Exceeded<br><br>PI - 26.31% Met or<br>Exceeded |                |                | All Students - 50%<br>Met or Exceeded<br><br>SWD - 24% Met or<br>Exceeded<br><br>SED - 39% Met or<br>Exceeded<br><br>EL - 22% Met or<br>Exceeded<br><br>HI - 42% Met or<br>Exceeded<br><br>AI - 39% Met or<br>Exceeded<br><br>AS - 61% Met or<br>Exceeded<br><br>AA - 42% Met or<br>Exceeded<br><br>FI - 80% Met or<br>Exceeded<br><br>PI - 36% Met or<br>Exceeded<br><br>MR - 53% Met or<br>Exceeded |                                  |

| Metric # | Metric             | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------------------|--|----------------|----------------|--|----------------------------------|
|          |                    | MR - 43.21% Met or Exceeded<br><br>WH - 48.86% Met or Exceeded<br><br>FOS - (Fewer than 11 students) - 36.36% Met or Exceeded<br><br>HOM - 29.78% Met or Exceeded<br><br>LTEL - 7.56% Met or Exceeded                          |                |                | WH - 59% Met or Exceeded<br><br>FOS - (Fewer than 11 students) - 46% Met or Exceeded<br><br>HOM - 40% Met or Exceeded<br><br>LTEL - 18% Met or Exceeded  |                                  |
| 1.5      | SBAC (CAASPP Math) | Math:<br>All Students - 25.67% Met or Exceeded<br><br>SWD - 11.24% Met or Exceeded<br><br>SED - 16.05% Met or Exceeded<br><br>EL - 7.69% Met or Exceeded<br><br>HI - 16.73% Met or Exceeded<br><br>AI - 35.30% Met or Exceeded |                |                | All Students - 36% Met or Exceeded<br><br>SWD - 21% Met or Exceeded<br><br>SED - 26% Met or Exceeded<br><br>EL - 18% Met or Exceeded<br><br>HI - 27% Met or Exceeded<br><br>AI - 45% Met or Exceeded<br><br>AS - 55% Met or Exceeded |                                  |

| Metric # | Metric         | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|----------------|---|----------------|----------------|---|----------------------------------|
|          |                | AS - 44.66% Met or Exceeded<br><br>AA - 23.22% Met or Exceeded<br><br>FI - 56.67% Met or Exceeded<br><br>PI - 21.05% Met or Exceeded<br><br>MR - 25.61% Met or Exceeded<br><br>WH - 34.51% Met or Exceeded<br><br>FOS (Fewer than 11 students) - 0% Met or Exceeded<br><br>HOM - 18.75% Met or Exceeded<br><br>LTEL - 0.84% Met or Exceeded |                |                | AA - 33% Met or Exceeded<br><br>FI - 67% Met or Exceeded<br><br>PI - 31% Met or Exceeded<br><br>MR - 36% Met or Exceeded<br><br>WH - 45% Met or Exceeded<br><br>FOS (Fewer than 11 students) - 10% Met or Exceeded<br><br>HOM - 29% Met or Exceeded<br><br>LTEL - 11% Met or Exceeded |                                  |
| 1.6      | CAST (Science) | Science:<br>All Students - 27.38% Met or Exceeded<br><br>SWD - 10.09% Met or Exceeded   |                |                | All Students - 37% Met or Exceeded<br><br>SWD - 20% Met or Exceeded<br><br>SED - 27% Met or Exceeded  |                                  |



| Metric # | Metric | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|--|----------------------------------|
|          |        | SED - 16.87% Met or Exceeded<br>EL - 1.24% Met or Exceeded<br>HI - 17.29% Met or Exceeded<br>AI - 20.16% Met or Exceeded<br>AS - 60.59% Met or Exceeded<br>AA - 14.16% Met or Exceeded<br>FI - 48.91% Met or Exceeded<br>PI - 19.86% Met or Exceeded<br>MR - 44.54% Met or Exceeded<br>WH - 45.31% Met or Exceeded<br>FOS - 8.77% Met or Exceeded<br>HOM - 13.04% Met or Exceeded |                |                | EL - 11% Met or Exceeded<br>HI - 27% Met or Exceeded<br>AI - 30% Met or Exceeded<br>AS - 71% Met or Exceeded<br>AA - 24% Met or Exceeded<br>FI - 59% Met or Exceeded<br>PI - 30% Met or Exceeded<br>MR - 55% Met or Exceeded<br>WH - 55% Met or Exceeded<br>FOS - 19% Met or Exceeded<br>HOM - 23% Met or Exceeded<br>LTEL - 13% Met or Exceeded |                                  |

| Metric # | Metric                                      | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
|          |   | LTEL - 3.45% Met or Exceeded  |                |                |   |                                  |
| 1.7      | Professional Development Data (Youth Truth) | Youth Truth 23-24 SY<br>Staff feels that they have access to meaningful professional development:<br>54% of elementary<br>43% of middle<br>44% of high school .   |                |                | Staff feels that they have access to meaningful professional development:<br>64% of elementary<br>43% of middle<br>54% of high school   |                                  |
| 1.8      | College and Career Readiness                | All Students - 37.7% prepared for college or career readiness<br><br>SWD - 7.3% prepared for college or career readiness<br><br>SED - 28.5% prepared for college or career readiness<br><br>EL - 12.5% prepared for college or career readiness<br><br>HI - 30.8% prepared for college or career readiness<br><br>AS - 54.5% prepared for college or career readiness |                |                | All Students - 48% prepared for college or career readiness<br><br>SWD - 17% prepared for college or career readiness<br><br>SED - 39% prepared for college or career readiness<br><br>EL - 23% prepared for college or career readiness<br><br>HI - 41% prepared for college or career readiness |                                  |

| Metric # | Metric              | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---------------------|--|----------------|----------------|---|----------------------------------|
|          |                     | MR - 41.9% prepared for college or career readiness<br><br>WH - 44.3% prepared for college or career readiness   |                |                | AS - 65% prepared for college or career readiness<br><br>MR - 52% prepared for college or career readiness<br><br>WH - 54% prepared for college or career readiness |                                  |
| 1.9      | Graduation Rates    | 2022 - 2023 SY Data<br><br>All Students - 89.5%<br><br>SWD - 72.0%<br><br>SED - 87.5%<br><br>EL - 82.85%<br><br>HI - 88.8%<br><br>AS - 86.4%<br><br>MR - 93.5%<br><br>WH - 92.1% |                |                | All Students - 95%<br><br>SWD - 95%<br><br>SED - 95%<br><br>EL - 95%<br><br>HI - 95%<br><br>AS - 95%<br><br>MR - 95%<br><br>WH - 95%                                |                                  |
| 1.10     | Chronic Absenteeism | 2022 - 2023 SY Data<br><br>All Students - 22.6%  |                |                | All Students - 10%<br><br>SWD - 10%   |                                  |

| Metric # | Metric            | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|-------------------|--|----------------|----------------|---|----------------------------------|
|          |                   | SWD - 34.4%<br>SED - 29.1%<br>EL - 26.15<br>HI - 25.5%<br>AI - 37.5%<br>AS - 9.6%<br>AA - 25.6%<br>FI - 5.1%<br>PI - 26.5%<br>MR - 20.1%<br>WH - 20.4%<br>FOS - 50%<br>HOM - 38.4%<br>LTEL - 26.1% |                |                | SED - 10%<br>EL - 10%<br>HI - 10%<br>AI - 10%<br>AS - 9%<br>AA - 10%<br>FI - 5%<br>PI - 10%<br>MR - 10%<br>WH - 10%<br>FOS - 10%<br>HOM - 10%<br>LTEL - 10% |                                  |
| 1.11     | ELPAC Proficiency | 17.11% of students scored proficient on the summative ELPAC<br><br>25.13% of LTEL students scored  |                |                | 30% of students will score proficient on the summative ELPAC.<br><br>40% of LTEL students will score  |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | proficient on the Summative ELPAC   |                |                | proficient on the Summative ELPAC  |                                  |
| 1.12     | Districtwide Reclassification Rate                                     | 2022-2023 SY<br>8.5% of Multilingual students were Reclassified.  |                |                | 30% of Multilingual students will be Reclassified.   |                                  |
| 1.13     | A-G Completion Rate  | 2022-2023 SY Data<br>All students - 48.8%<br>AS - 72.7%<br>HI - 40.5%<br>WH - 56.2%<br>MR - 61.3%<br>EL - 25%<br>SED - 40.7%<br>SWD - 20.7% |                |                | All students - 65%<br>AS - 85%<br>HI - 53%<br>WH - 68%<br>MR - 73%<br>EL - 38%<br>SED - 53%<br>SWD - 33% |                                  |
| 1.14     | CTE Pathway Completion   | 2022-2023 SY Data<br>All Students - 24.2%<br>AS - 13.6%<br>HI - 26%<br>WH - 22.7%<br>MR - 22.6%<br>EL - 14.1%<br>SED - 24.3%<br>SWD = 6.1%  |                |                | All Students - 36%<br>AS - 26%<br>HI - 38%<br>WH - 35%<br>MR - 35%<br>EL - 26%<br>SED - 36%<br>SWD = 18% |                                  |
| 1.15     | Percent of students who completed A-G and have completed a CTE Pathway | 2022-2023 SY Data<br>All Students - 12%<br>AS - 9.1%<br>HIS - 13.5%<br>WH - 10.8%<br>MR - 9.7%<br>EL - 3.1%                                 |                |                | All Students - 17%<br>AS - 14%<br>HIS - 19%<br>WH - 16%<br>MR - 15%<br>EL - 8%<br>SED - 17%              |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
|          |   | SED - 11.8%<br>SWD - 0%   |                |                | SWD - 5%   |                                  |
| 1.16     | Percent of 10th-12th grade students that took an AP test. | 22-23 SY<br>14.3%   |                |                | 20%  |                                  |
| 1.17     | AP Pass Rate with a score of 3 or Higher                  | 22-23 SY<br>71.9%   |                |                | 80%  |                                  |
| 1.18     | Middle School Dropout Rates                               | Middle School = .08%  |                |                | 0%   |                                  |
| 1.19     | High School Dropout Rate                                  | High School = 1.06%   |                |                | 0.5%   |                                  |
| 1.20     | College Readiness determined by EAP (ELA)                 | 22-23 SY (11th Grade)<br>ELA:<br>All Students - 57.17%<br>SWD - 18.92%<br>SED - 47.65%<br>EL - 15.25%<br>AS - 64.70%<br>HI - 49.04%<br>WH - 64.58%<br>MR - 56.26%<br>LTEL - 20% |                |                | ELA:<br>All Students - 67%<br>SWD - 29%<br>SED - 58%<br>EL - 25%<br>AS - 75%<br>HI - 59%<br>WH - 75%<br>MR - 66%<br>LTEL - 30% |                                  |
| 1.21     | College Readiness determined by EAP (Math)                | Math:<br>All Students - 23.50%<br>SWD - 11.12%<br>SED - 11.31%<br>EL - 1.69%<br>AS - 62.50%<br>HI - 11.53%<br>WH - 32.18%<br>MR - 21.88%  |                |                | All Students - 34%<br>SWD - 21%<br>SED - 21%<br>EL - 12%<br>AS - 73%<br>HI - 22%<br>WH - 42%<br>MR - 32%<br>LTEL - 13%         |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
|          |   | LTEL - 2.86%  |                |                |  |                                  |
| 1.22     | School Attendance Rates   | *As of May 22nd 2024<br>All Students - 92.87%<br>EVS - 93.17%<br>JRS - 92.89%<br>MHS - 94.93%<br>MVS - 93.33%<br>RCE - 93.96%<br>TPA - 92.18%<br>UELF - 93.77%<br>LJMS - 94%<br>TMS - 93.21%<br>RCHS - 91.74%<br>THS - 96.17%<br>ELCO - 61% |                |                | All Students - 95%<br>EVS - 95%<br>JRS - 95%<br>MHS - 95%<br>MVS - 95%<br>RCE - 95%<br>TPA - 95%<br>UELF - 95%<br>LJMS - 95%<br>TMS - 95%<br>RCHS - 95%<br>THS - 95%<br>ELCO - 95% |                                  |
| 1.23     | FIT Survey  | Schools in exemplary condition 1<br>Schools in good condition 7<br>Schools in fair condition 4  |                |                | All schools will be in "Good" condition or above.  |                                  |
| 1.24     | Properly Credentialed Teachers  | 100%  |                |                | 100%   |                                  |
| 1.25     | Textbook Sufficiency as measured by the Williams Report                                     | 100%  |                |                | 100%   |                                  |
| 1.26     | CCSS ELA Standard Implementation:<br>EL access to ELA CA standards including ELD standards. | Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.<br>4 out of 5 - Full Implementation  |                |                | 5 out of 5 - Full Implementation and Sustainability  |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.27     | CCSS Math Standard Implementation:<br>EL access to CA math standards.  | Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.<br>4 out of 5 - Full Implementation |                |                | 5 out of 5 - Full Implementation and Sustainability      |                                  |
| 1.28     | NGSS Standard Implementation   | Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.<br>2 out of 5 - Beginning           |                |                | 4 out of 5 - Full Implementation                         |                                  |
| 1.29     | Local Indicator Broad Course of Study Survey   | 100% of students have access to a broad course of study.   |                |                | 100% of students have access to a broad course of study. |                                  |
| 1.30     | Percent of students with access to programs/services provided to unduplicated pupils and individuals with exceptional needs. | 23-24 SY<br><br>SWD - 100 %<br>SED - 100%<br>EL - 100%<br>Foster - 100%  |                |                | SWD - 100%<br>SED - 100%<br>EL - 100%<br>Foster - 100%   |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.



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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                       | Description  | Total Funds  | Contributing |
|----------|-----------------------------|--|--------------|--------------|
| 1.1      | Guaranteed Standards        | Guaranteed Standards are a district-wide subset of Essential Standards from the Common Core State Standards that all students are expected to master at each grade level. Essential and Guaranteed Standards will be identified and used by all sites to inform intervention programs and extended learning opportunities. A new standards-aligned report card will be developed for Kindergarten through 5th grade. | \$0.00       | No           |
| 1.2      | Common Formative Assessment | Common Formative Assessments will be identified and used by all sites for each guaranteed standard to drive instruction and intervention in order to increase student achievement.   | \$40,092.00  | No           |
| 1.3      | Tier 1 Intervention         | All sites will develop, update annually and implement Tier 1 Interventions for all guaranteed standards.   | \$0.00       | No           |
| 1.4      | Professional Development    | The district will provide ongoing and progressive data driven professional development opportunities focused on diverse, equitable and inclusive learning platforms to reduce disparities, across student demographic groups, in student achievement.  | \$773,421.00 | Yes          |

| Action #    | Title                        | Description   | Total Funds  | Contributing |
|-------------|------------------------------|---|--------------|--------------|
|             |                              |   |              |              |
| <b>1.5</b>  | Data Analysis                | Through the Professional Learning Communities (PLC) process, department and/or grade level teams will analyze data on a regular basis using the district wide assessment system to improve instruction and drive interventions for unduplicated pupils.   | \$110,863.00 | Yes          |
| <b>1.6</b>  | Local Assessment             | The district will use local assessments to monitor English Language Arts and Math progress three times each school year, at all grade levels.   | \$0.00       | No           |
| <b>1.7</b>  | ELA Supports                 | The district will provide licenses for supplemental ELA programs that assist with individual learning to support student achievement.   | \$175,000.00 | Yes          |
| <b>1.8</b>  | Math Supports                | The district will provide licenses for supplemental math programs that assist with individual learning to support student achievement.  | \$50,000.00  | Yes          |
| <b>1.9</b>  | Teacher Induction Training   | The district will continue to provide North Coast Teacher Induction Program (NCTIP) training for all teachers new to the profession.  | \$230,000.00 | No           |
| <b>1.10</b> | Online Core Curriculum       | The district will continue to provide access to online credit recovery software for high school students to maintain grade-level status and progress toward earning a high school diploma.  | \$120,000.00 | Yes          |
| <b>1.11</b> | College and Career Readiness | a) The district will continue to offer exploratory pathways and career technical educational pathways at the secondary level.<br>b) The district will continue to investigate free online resources for career exploration. The district will continue with the middle school career fair. The district will explore ways to expand our partnerships with the trades, and career opportunities for students.<br>c) Individual learning plans will be developed in conjunction with a program such as Naviance for high school students with the intention of developing | \$181,086.00 | No           |

| Action #    | Title                                      | Description   | Total Funds  | Contributing |
|-------------|--|---|--------------|--------------|
|             |  | four and six-year plans for all high school students to ensure progress toward college and career readiness.  |              |              |
| <b>1.12</b> | AVID                                       | The district will continue to maintain AVID membership, teacher allocations, and student services at the secondary level. In addition to the above mentioned, AVID training will be provided to identified teachers each school year.   | \$366,000.00 | No           |
| <b>1.13</b> | Math Intervention FTE - RCHS               | The district will continue to enhance and expand math intervention courses at Rancho Cotate High School to support students in mastering Algebra 1. High school staff will ensure students and parents are aware of the A-G requirements.   | \$115,000.00 | No           |
| <b>1.14</b> | Outdoor Education                          | Outdoor education integrates the essential content standards that were taught in the classroom and allows for practical application in a high interest setting. All schools will continue to have access to the Fairfield Osborne Preserve for outdoor education. All 5th grade students will have the opportunity to participate in overnight outdoor education programming. | \$38,000.00  | No           |
| <b>1.15</b> | Summer School Credit Recovery              | The district will continue to employ teachers to offer summer school online credit recovery and after-school intervention.  | \$27,500.00  | No           |
| <b>1.16</b> | Afterschool Intervention at Middle Schools | The district will continue to offer programs to support unduplicated pupils in middle schools in after-school intervention offerings.   | \$130,000.00 | Yes          |
| <b>1.17</b> | Phoenix Staffing                           | The district will continue to employ teachers at Rancho Cotate High School in the Phoenix program to support unduplicated pupils in a setting that emulates a small school.   | \$370,000.00 | Yes          |

| Action #    | Title                                  | Description  | Total Funds    | Contributing |
|-------------|--|--|----------------|--------------|
| <b>1.18</b> | K-3 Class Size Reduction               | The district will continue to reduce class size in K-3 using the site-based grade span reduction (GSR) formula under LCFF. Federal Compliance.   | \$1,253,991.00 | No           |
| <b>1.19</b> | Attendance                             | a) The district will maintain our Keeping Kids In School case manager for chronically absent students districtwide. Our contribution to the county program is \$12,500.<br>b) The district will contract with School Innovations & Achievement (Attention 2 Attendance) to support student attendance throughout the district. | \$53,000.00    | No           |
| <b>1.20</b> | Virtual Learning Academy               | The District will provide an Independent Study program designed for students and families who want a flexible program that maximizes choice.   | \$382,414.00   | No           |
| <b>1.21</b> | New Teacher Support                    | The district will create a system to onboard, support and engage new teachers with the purpose of enhancing students achievement.  | \$45,000.00    | No           |
| <b>1.22</b> | Summer School Intervention             | The district will continue to offer summer intervention programs to support unduplicated pupils.   | \$750,000.00   | Yes          |
| <b>1.23</b> | El Camino High School                  | The district will continue to employ teachers and support staff at El Camino High School to support unduplicated pupils in a small school setting.   | \$606,000.00   | Yes          |
| <b>1.24</b> | Social Studies Supplemental Curriculum | The district will provide a social studies supplemental curriculum that assists with individual learning to support student achievement.   | \$25,000.00    | No           |
| <b>1.25</b> | Elementary Math Curriculum             | The district will provide a mathematics curriculum that supports individual learning to improve student achievement.   | \$130,000.00   | No           |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff. | Broad Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal of creating a safe, inclusive, and welcoming learning atmosphere in CRPUSD is vital for several interconnected reasons. High chronic absenteeism rates, currently at 22.57%, suggest underlying issues that may stem from students not feeling safe or supported at school. Additionally, with only 52.15% of students with IEPs spending less than 80% of their day in a general education setting, there's a pressing need to enhance inclusion practices. Disproportionate suspension rates, particularly among certain student demographic groups such as African American and Hispanic students, underscore the necessity of addressing behavioral challenges within a supportive environment. Furthermore, insights gleaned from student and family feedback via the Youth Truth Data emphasize the importance of fostering trust and addressing concerns regarding school climate and safety. By prioritizing the creation of a welcoming atmosphere, CRPUSD aims to not only promote positive social-emotional learning outcomes but also improve attendance rates, enhance inclusion for students with disabilities, reduce suspension rates, and build a stronger sense of community within the schools.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 2.1      | All sites will have a fully developed MTSS tiered resource map. | EVS - Fully Developed, but needs updating<br><br>JRS - Needs to be created<br><br>RCE - Fully Developed, but needs updating |                |                | All sites have a fully developed MTSS tiered resource map which has been updated annually. |                                  |

| Metric # | Metric                                   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                    | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | MVS - Fully Developed, but needs updating<br>MHS - Fully Developed, but needs updating<br>UELF - Fully Developed, but needs updating<br>TPA - Fully Developed, but needs updating<br>TMS - Fully Developed, but needs updating<br>LJMS - Fully Developed, but needs updating<br>RCHS - Fully Developed, but needs updating<br>ECHS - Fully Developed, but needs updating<br>THS - Fully Developed, but needs updating |                |                |  |                                  |
| 2.2      | Tiered Fidelity Inventory (TFI) - (PBIS) | EVS -<br>Tier 1: Fall 73% Spring 87%<br>Tier 2: Fall 58% Spring 77%   |                |                | All schools:<br>Tier 1 - 95%<br>Tier 2 - 75% |                                  |

| Metric # | Metric | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---------------------------|----------------------------------|
|          |        | Tier 3: Fall N/A<br>Spring: 56%<br><br>JRS -<br>Tier 1: Fall 93%<br>Spring 93%<br>Tier 2: Fall 85% Spring 85%<br>Tier 3: Fall 74% Spring 82%<br><br>RCE -<br>Tier 1: Fall 93%<br>Spring 97%<br>Tier 2: Fall 69% Spring 88%<br>Tier 3: Fall 41%<br>Spring 76%<br><br>MVS -<br>Tier 1: Fall 83% Spring 87%<br>Tier 2: Fall 69% Spring 73%<br>Tier 3: Fall 59% Spring 59%<br><br>MHS -<br>Tier 1: Fall 97% Spring TBD<br>Tier 2: Fall 54% Spring TBD<br>Tier 3: Fall N/A<br>Spring N/A<br><br>UELF - |                |                | Tier 3 - 55%              |                                  |



| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---------------------------|----------------------------------|
|          |        | Tier 1: Fall 90% Spring 97%<br>Tier 2: Fall 96% Spring 96%<br>Tier 3: Fall 94% Spring 91%<br><br>TPA -<br>Tier 1: Fall 57% Spring TBD<br>Tier 2: Fall 58% Spring TBD<br>Tier 3: Fall N/A Spring TBD<br><br>TMS -<br>Tier 1: Fall 53% Spring TBD<br>Tier 2: Fall 4% Spring TBD<br>Tier 3: Fall 0% Spring TBD<br><br>LJMS -<br>Tier 1: Fall 57% Spring TBD<br>Tier 2: Fall 62% Spring TBD<br>Tier 3: Fall N/A Spring TBD<br><br>RCHS - No Score<br><br>ECHS - No Score<br><br>THS - No Score |                |                |                           |                                  |

| Metric # | Metric                                      | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.3      | Suspension Rates                            | 2022 - 2023<br>Suspension Rates<br><br>All Students - 5.2%<br>AA - 13.8%<br>HIS - 5.1%<br>WH - 5.2%<br>MR - 6.1%<br>SWD - 9.5%                                |                |                | All Students - 5%<br>AA - 5%<br>HIS - 5%<br>WH - 5%<br>MR - 5%<br>SWD - 5%  |                                  |
| 2.4      | Professional Development Data (Youth Truth) | Youth Truth 23-24 SY<br>Staff feels that they have access to meaningful professional development:<br>54% of elementary<br>43% of middle<br>44% of high school |                |                | Staff feels that they have access to meaningful professional development:<br>64% of elementary<br>43% of middle<br>54% of high school |                                  |
| 2.5      | Chronic Absenteeism                         | 2022 - 2023 SY Data<br><br>All Students - 22.6%<br><br>SWD - 34.4%<br><br>SED - 29.1%<br><br>EL - 26.15<br><br>HI - 25.5%<br><br>AI - 37.5%                   |                |                | All Students - 10%<br><br>SWD - 10%<br><br>SED - 10%<br><br>EL - 10%<br><br>HI - 10%<br><br>AI - 10%<br><br>AS - 9%                   |                                  |

| Metric # | Metric                              | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|-------------------------------------|---|----------------|----------------|--|----------------------------------|
|          |                                     | AS - 9.6%<br>AA - 25.6%<br>FI - 5.1%<br>PI - 26.5%<br>MR - 20.1%<br>WH - 20.4%<br>FOS - 50%<br>HOM - 38.4%<br>LTEL - 26.1%                    |                |                | AA - 10%<br>FI - 5%<br>PI - 10%<br>MR - 10%<br>WH - 10%<br>FOS - 10%<br>HOM - 10%<br>LTEL - 10%                |                                  |
| 2.6      | Least Restrictive Environment (LRE) | 52.15% of SPED students spend more than 80% of their day in Gen Ed  |                |                | 60% of SPED students spend more than 80% of their day in Gen Ed  |                                  |
| 2.7      | Expulsion Rates                     | 2022-2023<br>Expulsion Count:<br>10 Students = .15% of students   |                |                | Expulsion Count:<br>6 Students   |                                  |
| 2.8      | School Attendance Rates             | *As of May 22nd 2024<br>All Students - 92.87%<br>EVS - 93.17%<br>JRS - 92.89%<br>MHS - 94.93%<br>MVS - 93.33%<br>RCE - 93.96%<br>TPA - 92.18% |                |                | All Students - 95%<br>EVS - 95%<br>JRS - 95%<br>MHS - 95%<br>MVS - 95%<br>RCE - 95%<br>TPA - 95%<br>UELF - 95% |                                  |

| Metric # | Metric                      | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|-----------------------------|--|----------------|----------------|--|----------------------------------|
|          |                             | UELF - 93.77%<br>LJMS - 94%<br>TMS - 93.21%<br>RCHS - 91.74%<br>THS - 96.17%<br>ELCO - 55.44%  |                |                | LJMS - 95%<br>TMS - 95%<br>RCHS - 95%<br>THS - 95%<br>ELCO - 95%   |                                  |
| 2.9      | Middle School Dropout Rates | Middle School = .08%   |                |                | 0%   |                                  |
| 2.10     | High School Dropout Rates   | High School = 1.06%  |                |                | 0.5%   |                                  |
| 2.11     | SBAC (CAASPP ELA)           | 22-23 School Year ELA:<br>All Students - 40.28% Met or Exceeded<br><br>SWD - 13.57% Met or Exceeded<br><br>SED - 29.10% Met or Exceeded<br><br>EL - 11.64% Met or Exceeded<br><br>HI - 32.19% Met or Exceeded<br><br>AI - 29.41% Met or Exceeded<br><br>AS - 51.45% Met or Exceeded<br><br>AA - 32.14% Met or Exceeded |                |                | All Students - 50% Met or Exceeded<br><br>SWD - 24% Met or Exceeded<br><br>SED - 39% Met or Exceeded<br><br>EL - 22% Met or Exceeded<br><br>HI - 42% Met or Exceeded<br><br>AI - 39% Met or Exceeded<br><br>AS - 61% Met or Exceeded<br><br>AA - 42% Met or Exceeded<br><br>FI - 80% Met or Exceeded |                                  |

| Metric # | Metric             | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------------------|--|----------------|----------------|---|----------------------------------|
|          |                    | FI - 70% Met or Exceeded<br><br>PI - 26.31% Met or Exceeded<br><br>MR - 43.21% Met or Exceeded<br><br>WH - 48.86% Met or Exceeded<br><br>FOS - (Fewer than 11 students) - 36.36% Met or Exceeded<br><br>HOM - 29.78% Met or Exceeded<br><br>LTEL - 7.56% Met or Exceeded |                |                | PI - 36% Met or Exceeded<br><br>MR - 53% Met or Exceeded<br><br>WH - 59% Met or Exceeded<br><br>FOS - (Fewer than 11 students) - 46% Met or Exceeded<br><br>HOM - 40% Met or Exceeded<br><br>LTEL - 18% Met or Exceeded |                                  |
| 2.12     | SBAC (CAASPP Math) | All Students - 25.67% Met or Exceeded<br><br>SWD - 11.24% Met or Exceeded<br><br>SED - 16.05% Met or Exceeded<br><br>EL - 7.69% Met or Exceeded<br><br>HI - 16.73% Met or Exceeded   |                |                | All Students - 36% Met or Exceeded<br><br>SWD - 21% Met or Exceeded<br><br>SED - 26% Met or Exceeded<br><br>EL - 18% Met or Exceeded<br><br>HI - 27% Met or Exceeded  |                                  |

| Metric # | Metric            | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|-------------------|--|----------------|----------------|---|----------------------------------|
|          |                   | AI - 35.30% Met or Exceeded<br><br>AS - 44.66% Met or Exceeded<br><br>AA - 23.22% Met or Exceeded<br><br>FI - 56.67% Met or Exceeded<br><br>PI - 21.05% Met or Exceeded<br><br>MR - 25.61% Met or Exceeded<br><br>WH - 34.51% Met or Exceeded<br><br>FOS (Fewer than 11 students) - 0% Met or Exceeded<br><br>HOM - 18.75% Met or Exceeded<br><br>LTEL - 0.84% Met or Exceeded |                |                | AI - 45% Met or Exceeded<br><br>AS - 55% Met or Exceeded<br><br>AA - 33% Met or Exceeded<br><br>FI - 67% Met or Exceeded<br><br>PI - 31% Met or Exceeded<br><br>MR - 36% Met or Exceeded<br><br>WH - 45% Met or Exceeded<br><br>FOS (Fewer than 11 students) - 10% Met or Exceeded<br><br>HOM - 29% Met or Exceeded<br><br>LTEL - 11% Met or Exceeded |                                  |
| 2.13     | ELPAC Proficiency | 17.11% of students scored proficient on the summative ELPAC  |                |                | 30% of students will score proficient on the summative ELPAC  |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | 25.23% of Long-Term English Learners scored proficient on the Summative ELPAC   |                |                | 40% of Long-Term English Learners will score proficient on the Summative ELPAC                           |                                  |
| 2.14     | Districtwide Reclassification Rate             | 2022-2023 SY<br>8.5% of Multilingual students were Reclassified   |                |                | 30% of Multilingual students will be Reclassified  |                                  |
| 2.15     | A-G Completion Rate                            | 2022-2023 SY Data<br>All students - 48.8%<br>AS - 72.7%<br>HI - 40.5%<br>WH - 56.2%<br>MR - 61.3%<br>EL - 25%<br>SED - 40.7%<br>SWD - 20.7% |                |                | All students - 65%<br>AS - 85%<br>HI - 53%<br>WH - 68%<br>MR - 73%<br>EL - 38%<br>SED - 53%<br>SWD - 33% |                                  |
| 2.16     | CTE Pathway Completion                         | 2022-2023 SY Data<br>All Students - 24.2%<br>AS - 13.6%<br>HI - 26%<br>WH - 22.7%<br>MR - 22.6%<br>EL - 14.1%<br>SED - 24.3%<br>SWD = 6.1%  |                |                | All Students - 36%<br>AS - 26%<br>HI - 38%<br>WH - 35%<br>MR - 35%<br>EL - 26%<br>SED - 36%<br>SWD = 18% |                                  |
| 2.17     | Percent of Students who completed A-G and have | 2022-2023 SY Data<br>All Students - 12%   |                |                | All Students - 17%<br>AS - 14%   |                                  |

| Metric # | Metric                                     | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          | completed a CTE Pathway                    | AS - 9.1%<br>HIS - 13.5%<br>WH - 10.8%<br>MR - 9.7%<br>EL - 3.1%<br>SED - 11.8%<br>SWD - 0%   |                |                | HIS - 19%<br>WH - 16%<br>MR - 15%<br>EL - 8%<br>SED - 17%<br>SWD - 5%  |                                  |
| 2.18     | AP Pass Rate with a score of 3 or Higher   | 22-23 SY<br>71.9%   |                |                | 80%  |                                  |
| 2.19     | College Readiness determined by EAP (ELA)  | 22-23 SY (11th Grade)<br>ELA:<br>All Students - 57.17%<br>SWD - 18.92%<br>SED - 47.65%<br>EL - 15.25%<br>AS - 64.70%<br>HI - 49.04%<br>WH - 64.58%<br>MR - 56.26%<br>LTEL - 20% |                |                | ELA:<br>All Students - 67%<br>SWD - 29%<br>SED - 58%<br>EL - 25%<br>AS - 75%<br>HI - 59%<br>WH - 75%<br>MR - 66%<br>LTEL - 30% |                                  |
| 2.20     | College Readiness determined by EAP (Math) | Math:<br>All Students - 23.50%<br>SWD - 11.12%<br>SED - 11.31%<br>EL - 1.69%<br>AS - 62.50%<br>HI - 11.53%<br>WH - 32.18%<br>MR - 21.88%<br>LTEL - 2.86%                        |                |                | All Students - 34%<br>SWD - 21%<br>SED - 21%<br>EL - 12%<br>AS - 73%<br>HI - 22%<br>WH - 42%<br>MR - 32%<br>LTEL - 13%         |                                  |



| Metric # | Metric                                   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 2.21     | Youth Truth Data - Student Safety        | <p>Youth Truth 23-24 SY</p> <p>Students feel safe at school.<br/>59% elementary<br/>49% middle school<br/>64% high school</p> <p>Staff feel that their students are safe from violence.<br/>65% elementary<br/>48% middle school<br/>64% high school</p> |                |                | <p>Students feel safe at school.<br/>90% elementary<br/>90% middle school<br/>90% high school</p> <p>Staff feel that their students are safe from violence.<br/>90% elementary<br/>90% middle school<br/>90% high school</p> |                                  |
| 2.22     | Youth Truth Data - Staff Safety          | <p>Youth Truth 23-24 SY</p> <p>Staff feels safe from harm while at school.<br/>72% elementary<br/>65% middle school<br/>81% high school</p>  |                |                | <p>Staff feels safe from harm while at school.<br/>90% elementary<br/>90% middle school<br/>90% high school</p>  |                                  |
| 2.23     | Youth Truth Data - Parent Safety         | <p>Youth Truth 23-24 SY</p> <p>Parents feel their child's learning environment is safe:<br/>80% elementary<br/>57% middle school<br/>75% high school</p>   |                |                | <p>Parents feel their child's learning environment is safe:<br/>90% elementary<br/>90% middle school<br/>90% high school</p>   |                                  |
| 2.24     | Youth Truth Data - Student Connectedness | <p>Youth Truth 23-24 SY</p>  |                |                | <p>Parents feel their child is connected to their school:</p>  |                                  |

| Metric # | Metric                                  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
|          |   | Students feel connected to their school:<br>27% elementary<br>34% middle school<br>37% high school   |                |                | 80% elementary<br>80% middle school<br>80% high school   |                                  |
| 2.25     | Youth Truth Data - Parent Connectedness | Youth Truth 23-24 SY<br><br>Parents feel engaged with their school:<br>75% elementary<br>53% middle school<br>52% high school  |                |                | Parents feel their child is connected to their school:<br>80% elementary<br>80% middle school<br>80% high school |                                  |
| 2.26     | Youth Truth Data - Staff Connectedness  | Youth Truth 23-24 SY<br><br>Staff feel empowered to play a meaningful role in decision-making at their school:<br>66% elementary<br>62% middle school<br>52% high school |                |                | Staff feel connected to their school:<br>80% elementary<br>80% middle school<br>80% high school                  |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                                       | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 2.1      | MTSS  | The district will continue developing a comprehensive Multi-Tiered Support System (MTSS) at all sites.  | \$226,843.00 | No           |
| 2.2      | PBIS  | The district will fully implement Positive Behavior Intervention Supports (PBIS) at all sites.  | \$118,643.00 | No           |
| 2.3      | Restorative Practices Administrator Academy | The district will have all site administration participate in the Restorative PBIS School Leadership Academy.   | \$28,958.00  | No           |
| 2.4      | SEL Curriculum                              | All sites will fully implement the district-wide SEL curriculums.   | \$41,648.00  | No           |
| 2.5      | Professional Development                    | The district will provide professional development in SEL, PBIS, Restorative Practices, Alternatives to Suspensions, Equity, Race, Cultural Proficiency, and Trauma-Informed Practices. | \$70,000.00  | No           |
| 2.6      | Elementary Assistant Principals             | The district will continue the employment of an additional elementary assistant principals for sites with high unduplicated pupil counts.   | \$365,381.00 | Yes          |
| 2.7      | Elementary Counselors                       | The district will provide two counselors to serve elementary sites with high unduplicated pupil counts.   | \$262,083.00 | Yes          |

| Action #    | Title   | Description   | Total Funds  | Contributing |
|-------------|---|---|--------------|--------------|
|             |   |   |              |              |
| <b>2.8</b>  | Mental & Behavioral Health Services                   | The district will maintain mental and behavioral health services for unduplicated students and plan for cost effective ways to expand services through community partnerships and use of assessments for referral to mental health service providers.   | \$942,248.00 | Yes          |
| <b>2.9</b>  | Nursing Support                                       | The district will provide training and appropriate staff to support students with significant medical needs (ie; insulin injections).   | \$929,671.00 | No           |
| <b>2.10</b> | Team Success & CPI / Suspension & Expulsion Diversion | a) The district will collaborate with mental health providers to provide outreach and parent education training to families of foster children for facilitating school success.<br>b)The district will contract with Team Success to provide substance abuse training and services at the secondary level.<br>c) CPI will provide suspension and expulsion diversion. | \$200,000.00 | No           |
| <b>2.11</b> | TPA Bussing   | The district will continue to provide transportation for pupils at Thomas Page Academy to ensure student attendance to develop positive relationships with their families.  | \$747,931.00 | Yes          |
| <b>2.12</b> | Homeless/Foster support                               | The district will provide transportation, placement, and other support services to engage our families experiencing homelessness or who are in foster care system.  | \$50,000.00  | Yes          |
| <b>2.13</b> | Co-Teaching   | The district will continue to support through professional development and funding the implementation of the co-teaching model and collaborative initiatives within a push in service delivery model.   | \$10,000.00  | No           |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 3      | CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success. | Broad Goal   |

State Priorities addressed by this goal.

|  |
|--|
| Priority 3: Parental Involvement (Engagement)<br>Priority 6: School Climate (Engagement) |
|--|

An explanation of why the LEA has developed this goal.

The goal of engaging parents, families, and community partners in CRPUSD through education, communication, and collaboration is grounded in promoting student success through robust family involvement and support networks. With only six family participants in ELAC/DELAC meetings and limited engagement through the Family Resource Center and Parent Square Communication, there's a clear need to enhance avenues for parental and community involvement. By fostering stronger connections and communication channels between schools, families, and community partners, CRPUSD aims to harness collective efforts in supporting student learning and well-being. Increasing contactability and ensuring effective communication strategies further reinforce the importance of this goal in fostering meaningful partnerships that actively contribute to student success. Through education, communication, and collaboration initiatives, CRPUSD seeks to empower parents, families, and community partners as integral stakeholders in the educational journey, thereby enriching the overall learning experience and outcomes for students.

## Measuring and Reporting Results

| Metric # | Metric              | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---------------------|--|----------------|----------------|---|----------------------------------|
| 3.1      | Parent Square usage | Data as of May 16, 2024<br><br>96% Families are contactable<br><br>34.6% of parents have had an interaction with ParentSquare posts. |                |                | 98% Families are contactable<br><br>50% of parents have had an interaction with ParentSquare posts. |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 3.2      | Percentage of Schools that have ELAC meetings that meet the frequency and composition requirement | 90% of schools had a functioning ELAC.  |                |                | 100% of schools have a functioning ELAC, meeting all state requirements.  |                                  |
| 3.3      | DELAC meetings that meet the frequency and composition that meet requirements                     | 80% of schools required to have an ELAC committee had an elected DELAC representative who attended DELAC meetings.          |                |                | 100% of schools required to have an ELAC committee will have an elected DELAC representative attend DELAC meetings. |                                  |
| 3.4      | Student Suspension Rates  | 2022 - 2023 Suspension Rates<br><br>All Students - 5.2%<br>AA - 13.8%<br>HIS - 5.1%<br>WH - 5.2%<br>MR - 6.1%<br>SWD - 9.5% |                |                | All Students - 5%<br>AA - 5%<br>HIS - 5%<br>WH - 5%<br>MR - 5%<br>SWD - 5%  |                                  |
| 3.5      | Student Expulsion Rates   | 2022-2023 Expulsion Rate: 0.15%   |                |                | Expulsion Rate: 0.09%   |                                  |
| 3.6      | DELAC Participation   | 90% schools have an elected parent rep in DELAC.  |                |                | 100% schools have an elected parent rep in DELAC.   |                                  |
| 3.7      | ELAC Compliance   | 90% schools have a functioning ELAC   |                |                | 100% schools have a functioning ELAC  |                                  |
| 3.8      | Parent Decision-Making (Youth Truth Data)   | Families feels empowered to play a meaningful role in   |                |                | Parent feels empowered to play a meaningful role  |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  | decision making at the school.<br>76% Elementary<br>43% Middle School<br>45% High School                                       |                |                | in decision making at the school.<br>75% Elementary<br>75% Middle School<br>75% High School                                    |                                  |
| 3.9      | Parent Engagement and Voice (Youth Truth Data) | Parent/family members are included in planning school activities<br><br>60% Elementary<br>59% Middle School<br>54% High School |                |                | Parent/family members are included in planning school activities<br><br>75% Elementary<br>75% Middle School<br>75% High School |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                         | Description   | Total Funds  | Contributing |
|----------|-------------------------------|---|--------------|--------------|
| 3.1      | Parent Communication          | The district office and all sites will effectively and consistently use parent communication systems.         | \$30,000.00  | No           |
| 3.2      | Educational Partner Education | Educational partners education opportunities will be offered throughout the school year.                      | \$50,000.00  | No           |
| 3.3      | Family Events                 | Family celebrations and events will be offered throughout the school year.                                    | \$50,000.00  | No           |
| 3.4      | Community Liaisons            | Community Liaisons are assigned to every site.  | \$213,829.00 | No           |
| 3.5      | Translation Services          | Translation services for all languages will be available to educational partners.                             | \$304,514.00 | No           |
| 3.6      | Community Resources           | The district will provide families with connections to community resources.                                   | \$5,000.00   | No           |
| 3.7      | Community Engagement          | The district will engage families to participate in DELAC, LCAP and other district and site level committees. | \$5,000.00   | No           |



# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 4      | CRPUSD will improve academic outcomes for Multilingual Learners. | Focus Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal of improving academic outcomes for Multilingual Learners in CRPUSD is imperative given the stark disparities revealed by district-wide CAASPP and ELPAC data. With only 7.69% of Multilingual Learners meeting or exceeding grade level standards in Mathematics, 11.64% in ELA, and a mere 1.24% in Science, it's evident that targeted interventions are necessary to address these challenges. Additionally, the ELPAC data showing that only 17.11% of Multilingual Learners are proficient underscores the need for focused efforts to support language acquisition and proficiency. Moreover, the reclassification rate of 8.5% indicates a gap in adequately transitioning Multilingual Learners to fully integrated English proficiency, further emphasizing the urgency of this goal. The STAR data revealing that only 10.50% of Multilingual Learners are performing at or above grade level reinforces the need for comprehensive strategies to enhance academic achievement. By setting this goal, CRPUSD is committing to implementing tailored approaches, resources, and support systems to ensure that Multilingual Learners receive equitable opportunities for academic success, ultimately fostering a more inclusive and supportive learning environment for all students.

## Measuring and Reporting Results

| Metric # | Metric                                  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                              | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 4.1      | SBAC Math Data for EL Demographic Group | EL - 7.69% Met or Exceeded<br>LTEL - 0.84% Met or Exceeded |                |                | EL - 18% Met or Exceeded<br>LTEL - 11% Met or Exceeded |                                  |

| Metric # | Metric                                     | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 4.2      | SBAC ELA Data for EL Demographic Group     | EL - 11.64% Met or Exceeded<br>LTEL - 7.56% Met or Exceeded   |                |                | EL - 22% Met or Exceeded<br>LTEL - 18% Met or Exceeded  |                                  |
| 4.3      | SBAC Science Data for EL Demographic Group | EL - 1.24% Met or Exceeded<br>LTEL - 3.45% Met or Exceeded  |                |                | EL - 11% Met or Exceeded<br>LTEL - 13% Met or Exceeded  |                                  |
| 4.4      | Districtwide Reclassification Rate         | 2022-2023 SY<br>8.5% of Multilingual students were Reclassified   |                |                | 30% of Multilingual students will be Reclassified   |                                  |
| 4.5      | Seal of Biliteracy                         | 7 students district wide  |                |                | 30 students district wide   |                                  |
| 4.6      | STAR Math Data for EL Demographic Group    | Winter Data for the 23-24 School Year<br><br>EL - 23.8% At/Above Benchmark<br>LTEL - 15.1% At/Above Benchmark |                |                | Winter Data for the 23-24 School Year<br><br>EL - 34% At/Above Benchmark<br>LTEL - 25% At/Above Benchmark |                                  |
| 4.7      | STAR ELA Data for EL Demographic Group     | Winter Data for the 23-24 School Year<br><br>EL - 15.2% At/Above Benchmark<br>LTEL - 2.39% At/Above Benchmark |                |                | Winter Data for the 23-24 School Year<br><br>EL - 25% At/Above Benchmark<br>LTEL - 13% At/Above Benchmark |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 4.8      | ELPAC Proficiency   | 17.11% of students scored proficient on the summative ELPAC<br>25.13% of LTEL students scored proficient on the Summative ELPAC  |                |                | 30% of students will score proficient on the summative ELPAC<br>40% of LTEL students will score proficient on the Summative ELPAC |                                  |
| 4.9      | A-G Completion Rate for EL Demographic Group  | EL - 25%   |                |                | 38%   |                                  |
| 4.10     | CTE Pathway Completion for EL Demographic Group   | EL - 14.1%   |                |                | 26%   |                                  |
| 4.11     | Percent of Students who completed A-G and have completed a CTE Pathway for EL Demographic Group | EL - 3.1%  |                |                | 8%  |                                  |
| 4.12     | AP Pass Rate with a score of 3 or Higher for EL Demographic Group                               | 75%  |                |                | 85%   |                                  |
| 4.13     | School Attendance Rate for EL Demographic Group   | All Students - 92.46%<br>EVS - 92.79%<br>MVS - 93.23%<br>MHS - 94.99%<br>UELF - 93.45%<br>JRS - 93.39%<br>RCE - 94.05%<br>TPA - 93.15%<br>TMS - 94.35%<br>LJMS - 94.31%<br>RCHS - 89.23%<br>THS - 97.45% |                |                | 95%   |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                         | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
|          |   | ECHS - 68.7%   |                |                |   |                                  |
| 4.14     | Chronic Absenteeism for EL Demographic Group                        | EL - 26.15%<br>LTEL - 26.1%  |                |                | EL - 10%<br>LTEL - 10%                            |                                  |
| 4.15     | Middle School Dropout Rate for EL Demographic Group                 | 0%   |                |                | 0%  |                                  |
| 4.16     | High School Dropout Rate for EL Demographic Group                   | 2.7%   |                |                | 1.5%  |                                  |
| 4.17     | Suspension Rate for EL Demographic Group                            | 5.3%   |                |                | 5%  |                                  |
| 4.18     | Expulsion Rate for EL Demographic Group                             | .1%  |                |                | .05%  |                                  |
| 4.19     | High School Graduation Rate for EL Demographic Group                | 82.85%   |                |                | 95%   |                                  |
| 4.20     | College Readiness determined by EAP (ELA) for EL Demographic Group  | EL - 15.25%<br>LTEL - 20%  |                |                | EL - 25%<br>LTEL - 30%                            |                                  |
| 4.21     | College Readiness determined by EAP (Math) for EL Demographic Group | EL - 1.69%<br>LTEL - 2.86%   |                |                | EL - 12%<br>LTEL - 13%                            |                                  |
| 4.22     | FIT Survey  | Schools in exemplary condition 1<br>Schools in good condition 7<br>Schools in fair condition 4 |                |                | All schools will be in "Good" condition or above. |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                           | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 4.23     | CCSS ELA Standard Implementation<br>EL access to ELA CA standards including ELD standards. | Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.<br>4 out of 5 - Full Implementation |                |                | 5 out of 5 - Full Implementation and Sustainability |                                  |
| 4.24     | CCSS Math Standard Implementation<br>EL access to Math CA standards                        | Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.<br>4 out of 5 - Full Implementation |                |                | 5 out of 5 - Full Implementation and Sustainability |                                  |
| 4.25     | NGSS Standard Implementation   | Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.<br>2 out of 5 - Beginning           |                |                | 4 out of 5 - Full Implementation                    |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                          | Description  | Total Funds  | Contributing |
|----------|--------------------------------|--|--------------|--------------|
| 4.1      | ELD Professional Development   | The district will provide professional development specifically focused on designated and integrated ELD instruction.  | \$100,000.00 | Yes          |
| 4.2      | ELD Instructional Supports     | The district will provide instructional coaching support for teachers in designated and integrated ELD instruction.  | \$30,000.00  | Yes          |
| 4.3      | Multilingual Learner Roadmap   | The district will revisit and revise the Multilingual Learner Roadmap.   | \$70,000.00  | Yes          |
| 4.4      | ELPAC Testing Support          | The district will provide additional staff to support ELPAC testing.   | \$40,000.00  | Yes          |
| 4.5      | Multilingual Support Staffing  | The district will continue to support Multilingual Learners in the acquisition of academic English through the employment of teachers, instructional assistants, supplies and services. Additional training in multilingual support strategies will be offered to staff. | \$767,007.00 | Yes          |
| 4.6      | Language Intervention Sections | The schools' primary schedule will identify sections allocated to focus on language intervention in order to support struggling multilingual students so they can achieve at higher levels in their core classes.  | \$524,118.00 | Yes          |
| 4.7      | Seal of Biliteracy             | Counselors will offer information and guidance to students regarding obtaining the Seal of Biliteracy..  | \$2,000.00   | No           |

| Action #    | Title   | Description  | Total Funds  | Contributing |
|-------------|---|--|--------------|--------------|
|             |   |  |              |              |
| <b>4.8</b>  | Middle School Investigative Learning                    | Students at all middle schools will have access to STEM integration with a focus on integrating STEM into ELD curriculum to increase student language development.                     | \$162,201.00 | Yes          |
| <b>4.9</b>  | Middle School Multilingual Curriculum                   | Students at all middle school will have access to a curriculum that is specifically designed for language acquisition through designated English language development (ELD) curriculum | \$275,000.00 | Yes          |
| <b>4.10</b> | Unduplicated Student ELA Support                        | The district will provide supplemental ELA resources to support unduplicated students so that they are able to access the grade level standards.                                       | \$118,000.00 | Yes          |
| <b>4.11</b> | Long Term English Learners (LTEL) Reclassification Rate | Through specific coaching and targeted instructional support, the district will increase the reclassification rate of LTEL students by 10% over the next three years.                  | \$0.00       | Yes          |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal                 |
|--------|--|------------------------------|
| 5      | Within 3 years, all students enrolled at the district level, particularly Socio Economically Disadvantaged (SED) students, will demonstrate growth towards meeting or exceeding standards in ELA and Mathematics as measured by CAASPP test results and STAR assessments | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CRPUSD has set the goal that within 3 years, all students enrolled at the district level, particularly Socio-Economically Disadvantaged students and students with IEPs, will demonstrate growth towards meeting or exceeding standards in ELA and Mathematics as measured by CAASPP test results and STAR assessments. This goal was established in response to current district-wide CAASPP data revealing concerning trends, with only 25.8% of students meeting or exceeding standards in Mathematics and 40.2% in ELA. Furthermore, this goal specifically addresses the unique needs of our equity multiplier students enrolled at the district level. These figures highlight a pressing need for improvement in academic achievement. By setting this goal, we are committing to providing an excellent, diverse, equitable, and inclusive education that addresses the unique needs of all students at the district level.

## Measuring and Reporting Results

| Metric # | Metric            | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|-------------------|--|----------------|----------------|--|----------------------------------|
| 5.1      | SBAC (CAASPP ELA) | 22-23 School Year ELA:<br>All Students - 40.28% Met or Exceeded<br><br>SWD - 13.57% Met or Exceeded<br><br>SED - 29.10% Met or Exceeded<br><br>EL - 11.64% Met or Exceeded |                |                | All Students - 50% Met or Exceeded<br><br>SWD - 24% Met or Exceeded<br><br>SED - 39% Met or Exceeded<br><br>EL - 22% Met or Exceeded |                                  |



| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---|----------------------------------|
|          |        | HI - 32.19% Met or Exceeded<br><br>AI - 29.41% Met or Exceeded<br><br>AS - 51.45% Met or Exceeded<br><br>AA - 32.14% Met or Exceeded<br><br>FI - 70% Met or Exceeded<br><br>PI - 26.31% Met or Exceeded<br><br>MR - 43.21% Met or Exceeded<br><br>WH - 48.86% Met or Exceeded<br><br>FOS - (Fewer than 11 students) - 36.36% Met or Exceeded<br><br>HOM - 29.78% Met or Exceeded<br><br>LTEL - 7.56% Met or Exceeded |                |                | HI - 42% Met or Exceeded<br><br>AI - 39% Met or Exceeded<br><br>AS - 61% Met or Exceeded<br><br>AA - 42% Met or Exceeded<br><br>FI - 80% Met or Exceeded<br><br>PI - 36% Met or Exceeded<br><br>MR - 53% Met or Exceeded<br><br>WH - 59% Met or Exceeded<br><br>FOS - (Fewer than 11 students) - 46% Met or Exceeded<br><br>HOM - 40% Met or Exceeded<br><br>LTEL - 18% Met or Exceeded |                                  |

| Metric # | Metric             | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------------------|--|----------------|----------------|--|----------------------------------|
| 5.2      | SBAC (CAASPP Math) | Math:<br>All Students - 25.67% Met or Exceeded<br><br>SWD - 11.24% Met or Exceeded<br><br>SED - 16.05% Met or Exceeded<br><br>EL - 7.69% Met or Exceeded<br><br>HI - 16.73% Met or Exceeded<br><br>AI - 35.30% Met or Exceeded<br><br>AS - 44.66% Met or Exceeded<br><br>AA - 23.22% Met or Exceeded<br><br>FI - 56.67% Met or Exceeded<br><br>PI - 21.05% Met or Exceeded<br><br>MR - 25.61% Met or Exceeded<br><br>WH - 34.51% Met or Exceeded |                |                | All Students - 36% Met or Exceeded<br><br>SWD - 21% Met or Exceeded<br><br>SED - 26% Met or Exceeded<br><br>EL - 18% Met or Exceeded<br><br>HI - 27% Met or Exceeded<br><br>AI - 45% Met or Exceeded<br><br>AS - 55% Met or Exceeded<br><br>AA - 33% Met or Exceeded<br><br>FI - 67% Met or Exceeded<br><br>PI - 31% Met or Exceeded<br><br>MR - 36% Met or Exceeded<br><br>WH - 45% Met or Exceeded |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|----------|---|----------------|----------------|---|----------------------------------|
|          |          | <p>FOS (Fewer than 11 students) - 0% Met or Exceeded</p> <p>HOM - 18.75% Met or Exceeded</p> <p>LTEL - 0.84% Met or Exceeded</p>  |                |                | <p>FOS (Fewer than 11 students) - 10% Met or Exceeded</p> <p>HOM - 29% Met or Exceeded</p> <p>LTEL - 11% Met or Exceeded</p>  |                                  |
| 5.3      | STAR ELA | <p>Winter Data for the 23-24 School Year ELA:</p> <p>All Students - 40.65% At/Above Benchmark</p> <p>SWD -16.1% At/Above Benchmark</p> <p>SED - 30.92% At/Above Benchmark</p> <p>EL - 15.2% At/Above Benchmark</p> <p>HI - 29.5% At/Above Benchmark</p> <p>AI - 28.9% At/Above Benchmark</p> <p>AS - 53.0% At/Above Benchmark</p> |                |                | <p>All Students - 51% At/Above Benchmark</p> <p>SWD -26.% At/Above Benchmark</p> <p>SED - 42% At/Above Benchmark</p> <p>EL - 25.% At/Above Benchmark</p> <p>HI - 40% At/Above Benchmark</p> <p>AI - 39% At/Above Benchmark</p> <p>AS - 63% At/Above Benchmark</p> |                                  |

| Metric # | Metric               | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|----------------------|--|----------------|----------------|---|----------------------------------|
|          |                      | AA - 38.8% At/Above Benchmark<br><br>FI - 54% At/Above Benchmark<br><br>PI - 24% At/Above Benchmark<br><br>MR - 47.6% At/Above Benchmark<br><br>WH - 52.8% At/Above Benchmark<br><br>FOS - 27.0% At/Above Benchmark<br><br>HOM - 21.1% At/Above Benchmark<br><br>LTEL - 2.39% At/Above Benchmark |                |                | AA - 49% At/Above Benchmark<br><br>FI - 64% At/Above Benchmark<br><br>PI - 34% At/Above Benchmark<br><br>MR - 58% At/Above Benchmark<br><br>WH - 63% At/Above Benchmark<br><br>FOS - 37% At/Above Benchmark<br><br>HOM - 31% At/Above Benchmark<br><br>LTEL - 12% |                                  |
| 5.4      | STAR Math Assessment | Winter Data for the 23-24 School Year<br><br>Math:<br>All Students - 47.43% At/Above Benchmark   |                |                | All Students - 57% At/Above Benchmark<br><br>SWD - 27% At/Above Benchmark   |                                  |

| Metric # | Metric | Baseline                        | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome    | Current Difference from Baseline |
|----------|--------|---------------------------------|----------------|----------------|------------------------------|----------------------------------|
|          |        | SWD - 16.9% At/Above Benchmark  |                |                | SED - 48% At/Above Benchmark |                                  |
|          |        | SED - 37.89% At/Above Benchmark |                |                | EL - 34% At/Above Benchmark  |                                  |
|          |        | EL - 23.8% At/Above Benchmark   |                |                | HI - 49% At/Above Benchmark  |                                  |
|          |        | HI - 38.7% At/Above Benchmark   |                |                | AI - 46% At/Above Benchmark  |                                  |
|          |        | AI - 35.6% At/Above Benchmark   |                |                | AS - 75% At/Above Benchmark  |                                  |
|          |        | AS - 64.6% At/Above Benchmark   |                |                | AA - 52% At/Above Benchmark  |                                  |
|          |        | AA - 41.6% At/Above Benchmark   |                |                | FI - 81% At/Above Benchmark  |                                  |
|          |        | FI - 70.5% At/Above Benchmark   |                |                | PI - 42% At/Above Benchmark  |                                  |
|          |        | PI - 31.6% At/Above Benchmark   |                |                | MR - 64% At/Above Benchmark  |                                  |
|          |        | MR - 53.8% At/Above Benchmark   |                |                | WH - 67% At/Above Benchmark  |                                  |
|          |        | WH - 56.6% At/Above Benchmark   |                |                |                              |                                  |
|          |        | FOS - 34.5% At/Above Benchmark  |                |                |                              |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
|          |  | <p>HOM - 40% At/Above Benchmark</p> <p>LTEL - 15.1% At/Above Benchmark</p>  |                |                | <p>FOS - 45% At/Above Benchmark</p> <p>HOM - 50% At/Above Benchmark</p> <p>LTEL - 25% At/Above Benchmark</p>                                  |                                  |
| 5.5      | Percent of students who completed A-G and have completed a CTE Pathway | <p>2022-2023 SY Data</p> <p>All Students - 12%</p> <p>AS - 9.1%</p> <p>HIS - 13.5%</p> <p>WH - 10.8%</p> <p>MR - 9.7%</p> <p>EL - 3.1%</p> <p>SED - 11.8%</p> <p>SWD - 0%</p> |                |                | <p>All Students - 17%</p> <p>AS - 14%</p> <p>HIS - 19%</p> <p>WH - 16%</p> <p>MR - 15%</p> <p>EL - 8%</p> <p>SED - 17%</p> <p>SWD - 5%</p>    |                                  |
| 5.6      | ELPAC Proficiency  | <p>17.11% of students scored proficient on the summative ELPAC</p> <p>25.13% of LTEL students scored proficient on the Summative ELPAC</p>                                    |                |                | <p>30% of students will score proficient on the summative ELPAC.</p> <p>40% of LTEL students will score proficient on the Summative ELPAC</p> |                                  |

| Metric # | Metric                                   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 5.7      | Districtwide Reclassification Rate       | 2022-2023 SY<br>8.5% of Multilingual students were Reclassified.  |                |                | 30% of Multilingual students will be Reclassified.  |                                  |
| 5.8      | AP Pass Rate with a score of 3 or Higher | 22-23 SY<br>71.9%   |                |                | 80%   |                                  |
| 5.9      | College Preparedness Rate                | <p>All Students - 37.7% prepared for college or career readiness</p> <p>SWD - 7.3% prepared for college or career readiness</p> <p>SED - 28.5% prepared for college or career readiness</p> <p>EL - 12.5% prepared for college or career readiness</p> <p>HI - 30.8% prepared for college or career readiness</p> <p>AS - 54.5% prepared for college or career readiness</p> <p>MR - 41.9% prepared for college or career readiness</p> |                |                | <p>All Students - 48% prepared for college or career readiness</p> <p>SWD - 17% prepared for college or career readiness</p> <p>SED - 39% prepared for college or career readiness</p> <p>EL - 23% prepared for college or career readiness</p> <p>HI - 41% prepared for college or career readiness</p> <p>AS - 65% prepared for college or career readiness</p> |                                  |

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
|          |   | WH - 44.3% prepared for college or career readiness   |                |                | MR - 52% prepared for college or career readiness<br><br>WH - 54% prepared for college or career readiness |                                  |
| 5.10     | A-G Completion Rate                       | 2022-2023 SY Data<br>All students - 48.8%<br>AS - 72.7%<br>HI - 40.5%<br>WH - 56.2%<br>MR - 61.3%<br>EL - 25%<br>SED - 40.7%<br>SWD - 20.7% |                |                | All students - 65%<br>AS - 85%<br>HI - 53%<br>WH - 68%<br>MR - 73%<br>EL - 38%<br>SED - 53%<br>SWD - 33%   |                                  |
| 5.11     | CTE Pathway Completion                    | 2022-2023 SY Data<br>All Students - 24.2%<br>AS - 13.6%<br>HI - 26%<br>WH - 22.7%<br>MR - 22.6%<br>EL - 14.1%<br>SED - 24.3%<br>SWD = 6.1%  |                |                | All Students - 36%<br>AS - 26%<br>HI - 38%<br>WH - 35%<br>MR - 35%<br>EL - 26%<br>SED - 36%<br>SWD = 18%   |                                  |
| 5.12     | College Readiness determined by EAP (ELA) | 22-23 SY (11th Grade)<br>ELA:<br>All Students - 57.17%<br>SWD - 18.92%<br>SED - 47.65%  |                |                | ELA:<br>All Students - 67%<br>SWD - 29%<br>SED - 58%<br>EL - 25%   |                                  |



| Metric # | Metric                                     | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  | EL - 15.25%<br>AS - 64.70%<br>HI - 49.04%<br>WH - 64.58%<br>MR - 56.26%<br>LTEL - 20%  |                |                | AS - 75%<br>HI - 59%<br>WH - 75%<br>MR - 66%<br>LTEL - 30%   |                                  |
| 5.13     | College Readiness determined by EAP (Math) | Math:<br>All Students - 23.50%<br>SWD - 11.12%<br>SED - 11.31%<br>EL - 1.69%<br>AS - 62.50%<br>HI - 11.53%<br>WH - 32.18%<br>MR - 21.88%<br>LTEL - 2.86% |                |                | All Students - 34%<br>SWD - 21%<br>SED - 21%<br>EL - 12%<br>AS - 73%<br>HI - 22%<br>WH - 42%<br>MR - 32%<br>LTEL - 13% |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title        | Description  | Total Funds | Contributing |
|----------|--------------|--|-------------|--------------|
| 5.1      | ELA Support  | The district will provide licenses for supplemental ELA programs that assist with individual learning to support student achievement.  | \$0.00      | Yes          |
| 5.2      | Math Support | The district will provide licenses for supplemental Math programs that assist with individual learning to support student achievement. | \$0.00      | Yes          |

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

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$6,460,888   | \$N/A  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 9.763%  | 0.000%                      | \$0.00                  | 9.763%  |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
| 1.4               | <p><b>Action:</b><br/>Professional Development</p> <p><b>Need:</b><br/>The action step to provide ongoing and progressive data-driven professional development opportunities is crucial for several reasons:</p> <p>Staff Perceptions: The data indicates that a significant portion of elementary (54%), middle</p> | <p>To effectively address low student performance across all demographic groups, CRPUSD is committed to providing continuous, engaging, and impactful professional development opportunities. Through these efforts, the district aims to directly impact its goal of improving student outcomes.</p> <p>By addressing these concerns and enhancing professional development offerings, CRPUSD aims to empower educators with the tools and skills necessary to support student success across</p> | 1.2, 1.3 and 1.7                   |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>school (43%), and high school (44%) staff feel they lack access to meaningful professional development. This suggests a need for more comprehensive and effective training opportunities to support educators in enhancing their instructional practices.</p> <p>Disparities in Student Achievement: The disaggregated academic data further highlights disparities in student achievement across various demographic groups. For instance, in ELA, while some student demographic groups such as White and Asian American students have relatively higher percentages of students performing at or above benchmark, others like English Learners have significantly lower percentages. Similar patterns are observed in math proficiency across different demographic groups.</p> <p>Need for Improvement: The data underscores the ongoing need for improvement in instructional practices to address the disparities in student achievement. Professional development focused on diverse, equitable, and inclusive learning platforms can equip educators with the necessary tools and strategies to better support students from diverse backgrounds and ensure that all students have access to high-quality education.</p> <p>By providing ongoing and progressive professional development opportunities, the district can empower educators to address the</p> | <p>all grade levels. This commitment to ongoing development will ensure that teachers are equipped to meet the diverse needs of students and drive positive outcomes throughout the district.</p> |                                    |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
|                   | <p>specific needs of diverse student populations, reduce disparities in student achievement, and create more equitable learning environments conducive to student success.</p> <p><b>Scope:</b><br/>LEA-wide</p>   |  |                                    |
| 1.5               | <p><b>Action:</b><br/>Data Analysis</p> <p><b>Need:</b><br/>The action step to utilize Professional Learning Communities (PLCs) for data analysis and instructional improvement is essential based on the following data points:</p> <p>Math Winter Data: The percentage of students performing at or above benchmark varies significantly across different student demographic groups. For example, while 47.43% of all students are at or above benchmark in math, there are notable disparities among student demographic groups. Socioeconomically disadvantaged students (SED) and English learners (EL) also have lower percentages (37.89% and 23.8%, respectively) compared to the overall student population.</p> <p>ELA Winter Data: Similar to math, there are disparities in ELA performance among different student demographic groups. While 40.65% of all students are at or above benchmark in ELA, SED, and EL students</p> | <p>By utilizing the PLC process to regularly analyze data from the district-wide assessment system, department and grade-level teams can identify trends, patterns, and areas of improvement across different student demographics. This collaborative approach allows educators to make data-informed decisions, develop targeted interventions, and adjust instructional practices to better meet the diverse learning needs of all students. Ultimately, leveraging PLCs for data analysis and instructional improvement can lead to more equitable outcomes and improved academic achievement for unduplicated pupils across the district.</p> | 1.2, and 1.3                       |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>have lower percentages (16.1%, 30.92%, and 15.2%, respectively). These data points highlight the need for targeted interventions and instructional strategies tailored to the specific needs of these student groups to improve their ELA proficiency.</p> <p><b>Scope:</b><br/>LEA-wide</p>   |   |                                    |
| 1.7               | <p><b>Action:</b><br/>ELA Supports</p> <p><b>Need:</b><br/>The action step to provide licenses for supplemental ELA programs is crucial based on the following data points:</p> <p>STAR Overall ELA: While 40.65% of all students are at or above the benchmark in ELA, there is room for improvement to ensure that more students reach proficiency levels.</p> <p>Disparities Among Student Demographic Groups: The data reveals significant disparities in ELA performance among different student demographic groups. For instance, Multilingual students have a notably lower percentage (15.2%) at or above benchmark compared to the overall student population. Similarly, Foster Youth and Socioeconomically Disadvantaged (SED) students also have lower percentages (27.0% and 37.89%, respectively) indicating a need</p> | <p>To address the varying ELA performance levels across student groups, CRPUSD is implementing district-wide improvement strategies. Recognizing the importance of equitable education, these initiatives aim to elevate ELA proficiency for all students.</p> <p>Tailored Support Programs: The district will develop targeted support programs to address the specific needs of different student groups. This includes interventions designed for multilingual learners, foster youth, and socioeconomically disadvantaged students.</p> <p>Enhanced Professional Development: Educators will receive specialized training to refine instructional approaches and better support diverse learners in ELA. This professional development will focus on effective strategies tailored to meet the unique needs of each student demographic group.</p> <p>Curriculum Alignment and Resources: CRPUSD will ensure alignment between the curriculum and ELA standards, with a particular focus on</p> | 1.2 & 1.4                          |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>for targeted support to improve their ELA achievement.</p> <p>CAASPP ELA Scores: While 40.28% of all students met or exceeded ELA standards, EL students, Foster Youth, and SED students have lower percentages (29.41%, 36.36%, and 29.10%, respectively). This further underscores the need for additional resources and programs to support these specific student demographic groups in achieving academic success in ELA.</p> <p>By providing licenses for supplemental ELA programs, the district can offer targeted interventions and resources to support individualized learning and address the specific needs of diverse student populations. These programs can cater to the unique learning styles and challenges of students, helping to improve their ELA proficiency and overall academic achievement. Ultimately, investing in supplemental ELA programs can contribute to closing achievement gaps and ensuring equitable educational outcomes for all students across the district.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>resources for multilingual learners and students facing socio-economic challenges. This alignment will promote consistency and coherence in instruction, facilitating improved outcomes for all.</p> <p>Data-Driven Interventions: The district will utilize data analysis to identify areas for improvement and track progress over time. By regularly assessing student performance and adjusting interventions accordingly, CRPUSD aims to continuously enhance ELA proficiency district-wide.</p> <p>Through these district-wide efforts, CRPUSD is committed to fostering an inclusive and supportive learning environment where all students have the opportunity to thrive in ELA</p> |                                    |
| 1.8               | <p><b>Action:</b><br/>Math Supports</p> <p><b>Need:</b></p>   | <p>To address the disparities in math performance across various student groups, CRPUSD is implementing district-wide improvement strategies. These initiatives are crucial for ensuring equitable</p>  | 1.3 and 1.5                        |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   | <p>The action step to provide licenses for supplemental math programs is essential based on the following data points:</p> <p>Disparities Among Student Demographic groups: The data highlights significant disparities in math proficiency among different student demographic groups. For instance, while 47.43% of all students are at or above the benchmark in math, EL students have a notably lower percentage (23.8%) at or above benchmark. Similarly, Foster Youth and Socioeconomically Disadvantaged (SED) students also have lower percentages (34.5% and 37.89%, respectively), indicating a need for targeted support to improve their math achievement.</p> <p>CAASPP Math Scores: The overall math proficiency rate for all students is 25.67%, indicating a significant portion of students not meeting math standards. Moreover, EL students have a substantially lower percentage (7.69%) of students meeting or exceeding math standards, highlighting the need for additional resources and programs to support these student demographic groups in achieving math proficiency.</p> <p>By providing licenses for supplemental math programs, the district can offer targeted interventions and resources to support individualized learning and address the specific needs of diverse student populations. These programs can cater to the unique learning styles and challenges of students,</p> | <p>access to quality education and maximizing student success in math.</p> <p>Targeted Support Programs: CRPUSD will develop specialized support programs tailored to the specific needs of each student demographic group. These programs will include interventions designed to address the unique challenges faced by multilingual learners, foster youth, and socioeconomically disadvantaged students in math.</p> <p>Professional Development for Educators: The district will offer professional development opportunities focused on enhancing math instruction. Educators will receive training in research-based strategies and techniques to effectively teach math concepts and support diverse learners.</p> <p>Curriculum Enhancement: CRPUSD will ensure that the math curriculum is aligned with state standards and tailored to meet the needs of all students. This includes providing additional resources and materials to support multilingual learners and students from disadvantaged backgrounds.</p> <p>Data-Driven Decision Making: The district will utilize data analysis to identify areas of improvement and track progress over time. Regular assessments of student performance will inform instructional decisions and allow for targeted interventions where needed.</p> |                                    |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>helping to improve their math proficiency and overall academic achievement. Ultimately, investing in supplemental math programs can contribute to closing achievement gaps and ensuring equitable educational outcomes for all students across the district.</p> <p><b>Scope:</b><br/>LEA-wide</p>  | <p>By implementing these district-wide improvement strategies, CRPUSD aims to create an inclusive learning environment where all students have the opportunity to excel in math. This approach ensures that resources and support are distributed equitably across schools and student groups, leading to improved outcomes for all.</p>  |                                    |
| 1.10              | <p><b>Action:</b><br/>Online Core Curriculum</p> <p><b>Need:</b><br/>The action step of providing access to online credit recovery software for high school students is crucial based on the following data points:</p> <p>Graduation Rates: While the overall graduation rate for all students is relatively high at 89.5%, specific student demographic groups, such as economically disadvantaged students (SED), have lower graduation rates of 72.0% and 87.5%, respectively. Additionally, English learners (EL) have a graduation rate of 82.85%, indicating a need for targeted support to ensure these students successfully earn their high school diploma.</p> <p>High School Dropout Rate: Despite efforts to improve graduation rates, the high school dropout rate remains at 1.06%. This indicates that some students are at risk of not completing high school, which could have</p> | <p>The district is offering online credit recovery software school-wide to provide alternative pathways for students who are credit-deficient or at risk of not graduating on time. This software enables students to make up missed credits, retake failed courses, or accelerate their coursework, helping them stay on track for earning a high school diploma. By using online credit recovery software, students can complete their coursework at their own pace, access additional support resources, and improve their chances of graduating on time. This initiative ensures that all students, regardless of their academic challenges or circumstances, have the opportunity to maintain grade-level status and progress towards earning their high school diploma.</p> | 1.9, and 1.19                      |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>long-term consequences for their academic and career prospects.</p> <p>The district's decision to continue providing access to online credit recovery software for high school students aligns with the goal of maintaining grade-level status and progressing towards graduation. By offering this resource, CRPUSD aims to provide additional support to students who may be at risk of falling behind or not meeting graduation requirements. This software allows students to make up missed credits or retake courses they may have struggled with, ultimately helping them stay on the path towards graduation.</p> <p>Moreover, while specific graduation data for Foster Youth is currently unavailable due to low enrollment numbers, it's essential to recognize that these students may also face unique challenges that could impact their ability to graduate. Providing access to online credit recovery software ensures that all students, including Foster Youth, have equitable opportunities to overcome obstacles and earn their high school diplomas.</p> <p><b>Scope:</b><br/>Schoolwide</p> |   |                                    |
| 1.22              | <p><b>Action:</b><br/>Summer School Intervention</p> <p><b>Need:</b></p>  | To address the varying ELA and Math performance levels across student groups, CRPUSD is implementing district-wide improvement strategies during the summer months. Recognizing the importance of equitable | 1.2 and 1.3                        |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
|                   | <p>Math Winter Data: The percentage of students performing at or above benchmark varies significantly across different student demographic groups. For example, while 47.43% of all students are at or above benchmark in math, there are notable disparities among student demographic groups. Socioeconomically disadvantaged students (SED) and English learners (EL) also have lower percentages (37.89% and 23.8%, respectively) compared to the overall student population.</p> <p>ELA Winter Data: Similar to math, there are disparities in ELA performance among different student demographic groups. While 40.65% of all students are at or above benchmark in ELA, SED, and EL students have lower percentages (16.1%, 30.92%, and 15.2%, respectively). These data points highlight the need for targeted interventions and instructional strategies tailored to the specific needs of these student groups to improve their ELA proficiency.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>education, these initiatives aim to elevate ELA and Math proficiency for specific student demographic groups.</p> <p>Tailored Support Programs: The district offers targeted support programs to address the specific needs of specific student demographic groups. This includes interventions designed for multilingual learners, foster youth, and socioeconomically disadvantaged students.</p> <p>Data-Driven Interventions: The district utilizes data analysis to identify areas for improvement and track progress over time. By regularly assessing student performance and adjusting interventions accordingly, CRPUSD aims to continuously enhance ELA and Math proficiency district-wide.</p> <p>Through these district-wide efforts during the summer months, CRPUSD is committed to fostering an inclusive and supportive learning environment where all students have the opportunity to thrive in ELA and Math.</p> |                                    |
| 2.6               | <p><b>Action:</b><br/>Elementary Assistant Principals</p> <p><b>Need:</b><br/>District data shows the need for additional administrative support at schools with high levels of unduplicated students in order to</p>  | <p>The district is continuing to employ additional elementary assistant principals at schools with high unduplicated pupil counts to address disparities school wide in suspension and expulsion rates observed during the 2022-2023 academic year. Although the overall suspension rate is 5.2%, certain demographic groups, like</p>   | 2.3, 2.4, 2.5, 2.7, and 2.10       |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>disrupt inequitable practices with student demographic groups:</p> <p>2022 - 2023 Suspension Rates</p> <p>All Students - 5.2%</p> <p>AA - 13.8%</p> <p>HIS - 5.1%</p> <p>WH - 5.2%</p> <p>MR - 6.1%</p> <p>2022-2023<br/>Expulsion Count:<br/>10 Students</p> <p>Youth Truth 23-24 SY</p> <p>Students feel safe at school.<br/>59% elementary<br/>49% middle school<br/>64% high school</p> <p>Staff feel that their students are safe from violence.<br/>65% elementary<br/>48% middle school<br/>64% high school</p> <p>Staff feels safe from harm while at school.<br/>72% elementary<br/>65% middle school<br/>81% high school</p> <p>Chronic Absenteeism 2022 - 2023 SY Data</p> <p>All Students - 22.6%</p> | <p>African American students, have significantly higher rates at 13.8%. This highlights the urgent need for targeted interventions and support to ensure equitable disciplinary practices. With 10 student expulsions, it is clear that proactive measures are necessary to provide adequate supervision and support for at-risk students. By placing additional assistant principals in schools with high unduplicated pupil counts, the district can enhance supervision, implement preventive measures, and offer personalized support, creating a safer and more inclusive learning environment that promotes better outcomes for all students.</p> |                                    |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>SED - 29.1%<br/> EL - 26.15<br/> HI - 25.5%<br/> AI - 37.5%<br/> AS - 9.6%<br/> AA - 25.6%<br/> FI - 5.1%<br/> PI - 26.5%<br/> MR - 20.1%<br/> WH - 20.4%<br/> FOS - 50%<br/> HOM - 38.4%</p> <p>School Attendance Rates<br/> *As of May 22nd 2024<br/> All Students - 92.87%<br/> EVS - 93.17%<br/> JRS - 92.89%<br/> MHS - 94.93%<br/> MVS - 93.33%<br/> RCE - 93.96%<br/> TPA - 92.18%<br/> UELF - 93.77%<br/> LJMS - 94%<br/> TMS - 93.21%<br/> RCHS - 91.74%<br/> THS - 96.17%<br/> ELCO - 55.44%</p> <p><b>Scope:</b><br/> Schoolwide</p> |   |                                    |
| <b>2.7</b>        | <b>Action:</b><br>Elementary Counselors  | The action statement to continue employing counselors for sites with high unduplicated pupil counts is crucial to address the disparities evident | 2.3, 2.7 and 2.10                  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
|                   | <p><b>Need:</b><br/>District data shows the need for mental health support at schools with high levels of unduplicated students in order to disrupt inequitable practices with specific student demographic groups:</p> <p>2022 - 2023 Suspension Rates<br/>All Students - 5.2%<br/>AA - 13.8%<br/>HIS - 5.1%<br/>WH - 5.2%<br/>MR - 6.1%</p> <p>Chronic Absenteeism 2022 - 2023 SY Data<br/>All Students - 22.6%<br/>SED - 29.1%<br/>EL - 26.15<br/>FOS - 50%<br/>HOM - 38.4%</p> <p>School Attendance Rates<br/>*As of May 22nd 2024<br/>All Students - 92.87%<br/>JRS - 92.89%<br/>MVS - 93.33%<br/>RCE - 93.96%<br/>TPA - 92.18%<br/>UELF - 93.77%</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>in the suspension rates and chronic absenteeism rates for the 2022-2023 academic year. This discrepancy underscores the urgent need for additional behavioral support to address behavioral challenges and ensure equitable disciplinary practices. By allocating additional resources, such as counselors, to elementary schools with high unduplicated pupil counts, the district can enhance supervision, implement preventive measures, and provide personalized support to students.</p> |                                    |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| 2.8               | <p><b>Action:</b><br/>Mental &amp; Behavioral Health Services</p> <p><b>Need:</b><br/>District data shows the need for mental health support at schools with high levels of unduplicated students in order to disrupt inequitable practices with student demographic groups:</p> <p>2022 - 2023 Suspension Rates</p> <p>All Students - 5.2%<br/>AA - 13.8%<br/>HIS - 5.1%<br/>WH - 5.2%<br/>MR - 6.1%</p> <p>2022-2023<br/>Expulsion Count:<br/>10 Students</p> <p>Youth Truth 23-24 SY</p> <p>Students feel safe at school.<br/>59% elementary<br/>49% middle school<br/>64% high school</p> <p>Staff feel that their students are safe from violence.<br/>65% elementary<br/>48% middle school<br/>64% high school</p> <p>Staff feels safe from harm while at school.</p> | <p>The action statement to continue employing mental health professionals for sites with high unduplicated pupil counts is crucial to address the disparities evident in the suspension rates and expulsion count data for the 2022-2023 academic year. While the overall suspension rate stands at 5.2%, certain student demographic groups, such as African American (AA) students, exhibit significantly higher rates at 13.8%. This discrepancy underscores the urgent need for targeted interventions and support mechanisms to address behavioral challenges and ensure equitable disciplinary practices. Additionally, the expulsion count of 10 students further emphasizes the importance of proactive measures to provide adequate supervision and support for students at risk of disciplinary actions. By allocating additional resources, such as mental health professionals, to schools with high unduplicated pupil counts, the district can enhance mental health support, implement preventive measures, and provide personalized social emotional support to students, ultimately fostering a safer and more inclusive learning environment conducive to improved outcomes for all students.</p> | 2.3, 2.4, 2.5, 2.7, and 2.10       |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   | <p>72% elementary<br/>65% middle school<br/>81% high school</p> <p>Chronic Absenteeism 2022 - 2023 SY Data<br/>All Students - 22.6%<br/>SED - 29.1%<br/>EL - 26.15<br/>FOS - 50%<br/>HOM - 38.4%</p> <p>School Attendance Rates<br/>*As of May 22nd 2024<br/>All Students - 92.87%<br/>EVS - 93.17%<br/>JRS - 92.89%<br/>MHS - 94.93%<br/>MVS - 93.33%<br/>RCE - 93.96%<br/>TPA - 92.18%<br/>UELF - 93.77%<br/>LJMS - 94%<br/>TMS - 93.21%<br/>RCHS - 91.74%<br/>THS - 96.17%<br/>ELCO - 55.44%</p> <p><b>Scope:</b><br/>LEA-wide</p> |  |                                    |
| <b>2.11</b>       | <p><b>Action:</b><br/>TPA Bussing</p> <p><b>Need:</b></p>   | In order to increase student attendance rate, and due to the rural location of Thomas Page Location, a large majority of the students, who identify with specific demographic groups, do not have independent transportation or access to attend | 2.7 and 2.10                       |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness          |
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|                   | <p>Due to the rural location of Thomas Page Location, a large majority of the students, who identify with specific demographic groups, do not have independent transportation or access to attend school regularly. The district has identified a need to provide transportation in order to disrupt the below data points.</p> <p>Chronic Absenteeism<br/>2022 - 2023 SY Data<br/>All Students - 22.6%<br/>SED - 29.1%<br/>EL - 26.15<br/>FOS - 50%<br/>HOM - 38.4%</p> <p>School Attendance Rate<br/>*As of May 22nd 2024<br/>TPA - 92.18%</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>school regularly. The district has identified a need to provide transportation.</p>  |   |
| 4.1               | <p><b>Action:</b><br/>ELD Professional Development</p> <p><b>Need:</b><br/>Based on the district data provided, there is a clear and pressing need for improved and enhanced instructional practices to positively impact student achievement and ELPAC reclassification rates. The data indicates that in the SBAC assessments, only 7.69% of English Learner (EL) students met or exceeded standards in Math, 11.64% in ELA,</p>   | <p>The district's action statement to provide professional development specifically focused on designated and integrated English Language Development (ELD) instruction directly addresses the identified needs reflected in the data for English Learner (EL) students. The low proficiency rates in SBAC Math, ELA, and Science assessments, along with the STAR Math and ELA benchmarks, highlight the academic challenges faced by EL students. By offering professional development tailored to designated and integrated ELD instruction, educators will receive targeted</p> | <p>4.1, 4.2, 4.3, 4.4, 4.6, 4.7 and 4.8</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness        |
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|                   | <p>and a mere 1.24% in Science. Similarly, in the STAR assessments, only 23.80% of EL students achieved at or above benchmark in Math, and 15.20% in ELA. Moreover, the district's reclassification rate stands at 8.50%, indicating a significant challenge in moving EL students to fluent English proficiency, while the ELPAC proficiency rate remains low at 17.11%. This data underscores the critical need for the district to enhance instructional strategies and interventions tailored to the needs of EL students to improve their academic performance and increase their proficiency in English.</p> <p><b>Scope:</b><br/>LEA-wide</p>         | <p>training to effectively support EL students in mastering academic content while simultaneously developing English language proficiency. This specialized professional development will equip teachers with research-based strategies and instructional approaches to scaffold learning, differentiate instruction, and provide language support, thereby improving EL student achievement outcomes. Additionally, by enhancing teachers' capacity to deliver effective ELD instruction, the district aims to increase the reclassification rate of EL students, ensuring more students achieve fluent English proficiency as measured by the ELPAC proficiency rate. Overall, the action statement aligns with the data-driven need to improve academic outcomes for EL students and underscores the district's commitment to providing equitable and effective education for all students.</p> |   |
| 4.2               | <p><b>Action:</b><br/>ELD Instructional Supports</p> <p><b>Need:</b><br/>Based on the data provided, there is a clear and pressing need for instructional coaching support to enhance designated and integrated English Language Development (ELD) instruction within the district. The SBAC Math, ELA, and Science data reveal low proficiency rates, with only 7.69%, 11.64%, and 1.24% of students meeting or exceeding standards, respectively. Additionally, the EL reclassification rate for the 2022-2023 school year stands at 8.5%, indicating challenges in transitioning Multilingual students to English proficiency. Furthermore, the ELPAC</p> | <p>CRPUSD's action statement to provide instructional coaching support for teachers in designated and integrated English Language Development (ELD) instruction directly addresses the identified needs of English Learner (EL) students as reflected in the provided data. The low proficiency rates in SBAC Math, ELA, and Science assessments, as well as the STAR Math and ELA benchmarks, underscore the academic challenges faced by EL students. By offering instructional coaching support specifically focused on designated and integrated ELD instruction, teachers will receive personalized guidance and feedback to enhance their instructional practices. This coaching will empower teachers with the necessary tools and strategies to effectively differentiate instruction, scaffold learning, and</p>  | 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 and 4.9 |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
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|                   | <p>proficiency rate is at 17.11%, underscoring the need to improve English language proficiency among students. Given these challenges, providing instructional coaching support for teachers in designated and integrated ELD instruction is essential to enhance instructional practices, support student learning, and improve academic outcomes. Moreover, addressing these needs will contribute to fostering a supportive learning environment conducive to improved student attendance, as reflected in the 92.46% school attendance rate for all students.</p> <p><b>Scope:</b><br/>LEA-wide</p>                   | <p>provide language support to EL students across various content areas. As a result, teachers will be better equipped to address the diverse needs of EL students and help them succeed academically. Furthermore, by improving instructional quality in ELD instruction, CRPUSD aims to increase the reclassification rate of EL students and their proficiency as measured by the ELPAC proficiency rate. Additionally, the provision of instructional coaching aligns with the district's goal to improve A-G completion rates, ensuring that EL students receive the necessary support to meet college readiness requirements and achieve academic success. Overall, the action statement reflects the district's commitment to providing targeted support to address the unique needs of EL students and enhance their academic outcomes.</p>                 |                                    |
| 5.1               | <p><b>Action:</b><br/>ELA Support</p> <p><b>Need:</b><br/>The action of providing licenses for supplemental ELA programs to support individual learning is necessary to address the diverse needs of students, as indicated by the data:</p> <p>Low Overall ELA Proficiency: The STAR ELA Overall Student scores reveal that only 40.65% of students are at or above the benchmark level in ELA. This suggests a significant portion of students may be struggling to meet proficiency standards in English language arts. Implementing supplemental ELA programs can provide targeted support to students who require</p> | <p>The action of providing licenses for supplemental ELA programs that support individual learning will address the needs of students in several ways:</p> <p>Personalized Learning: Supplemental ELA programs offer tailored instruction that can be customized to meet the individual learning needs of students. These programs often utilize adaptive learning technologies and diagnostic assessments to identify areas of strength and weakness, allowing students to progress at their own pace and receive targeted support where needed.</p> <p>Targeted Intervention: For students who may be struggling to meet proficiency standards in English language arts, supplemental ELA programs provide targeted intervention strategies designed to address specific areas of challenge. Whether it's improving reading comprehension, writing skills, or</p> | 5.1 and 5.3                        |

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|-------------------|--|---|------------------------------------|
|                   | <p>additional assistance in mastering essential literacy skills.</p> <p>Achievement Gaps for Specific Student Demographic Groups: The data highlights disparities in ELA proficiency among various student demographic groups. For example socioeconomically disadvantaged (SED) students have notably lower proficiency rates compared to the overall student population. By providing supplemental ELA programs, the district can address the specific needs of these marginalized student groups and work towards closing the achievement gaps that exist within the student population.</p> <p>Inadequate Proficiency Rates on State Assessments: The ELA CAASPP results for the 22-23 school year further underscore the need for intervention and support in English language arts. While only 40.28% of all students met or exceeded proficiency standards, the proficiency rates were even lower for socioeconomically disadvantaged students (29.10%). Supplemental ELA programs can offer personalized learning experiences tailored to the individual needs of students, helping to improve their performance on state assessments and overall academic achievement.</p> <p>In summary, the provision of licenses for supplemental ELA programs is crucial to address the challenges faced by students in achieving proficiency in English language arts. By offering targeted support and individualized</p> | <p>vocabulary acquisition, these programs offer resources and activities that cater to the unique needs of each student.</p> <p>Flexibility and Accessibility: By providing licenses for supplemental ELA programs, the district ensures that students have access to a diverse range of learning resources beyond traditional classroom instruction. These programs often include multimedia content, interactive activities, and engaging learning modules that appeal to different learning styles, making learning more accessible and enjoyable for students.</p> <p>Support for Diverse Learners: Supplemental ELA programs can accommodate the needs of diverse learners, including English language learners, and socioeconomically disadvantaged students. With features such as multilingual support, audiovisual aids, and differentiated instruction, these programs empower all students to succeed academically and reach their full potential in English language arts.</p> <p>Overall, the provision of licenses for supplemental ELA programs demonstrates the district's commitment to supporting student achievement by offering personalized, targeted, and accessible learning experiences that address the diverse needs of learners.</p> |                                    |

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|-------------------|---|--|------------------------------------|
|                   | <p>instruction, the district can better meet the diverse learning needs of students and promote academic success for all.</p> <p><b>Scope:</b><br/>LEA-wide</p>   |  |                                    |
| 5.2               | <p><b>Action:</b><br/>Math Support</p> <p><b>Need:</b><br/>The action step of providing licenses for supplemental Math programs is crucial based on the provided data, which highlights significant gaps in math proficiency among student demographic groups:</p> <p>Discrepancies in Math Proficiency: The STAR Math Winter Data for the 23-24 School Year reveals disparities in math proficiency across different student demographic groups. For instance, while 47.43% of all students are at or above the benchmark, and 37.89% of socioeconomically disadvantaged (SED) students meet this standard. Similarly, the CAASPP Math results indicate that only 25.67% of all students met or exceeded proficiency, with even lower rates for SED students (16.05%).</p> <p>Addressing Individual Learning Needs: By providing licenses for supplemental Math programs, the district can address the diverse learning needs of students. These programs offer tailored instruction and adaptive learning</p> | <p>The action of providing licenses for supplemental Math programs is crucial for addressing the diverse learning needs of students and supporting their achievement in mathematics. Here's how this action will specifically address the needs of students:</p> <p>Tailored Instruction: Supplemental Math programs offer personalized and adaptive instruction tailored to individual student needs. These programs can assess students' strengths and weaknesses, providing targeted interventions and customized learning paths to address areas of difficulty and accelerate learning.</p> <p>Differentiated Learning: Students have varying levels of proficiency and understanding in mathematics. Supplemental Math programs offer differentiated learning resources and activities to accommodate students with diverse learning styles, abilities, and paces of learning. This ensures that each student receives instruction at an appropriate level and can progress at their own pace.</p> <p>Additional Practice and Reinforcement: The supplemental Math programs provide students with additional opportunities for practice and</p> | 5.2 and 5.4                        |

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|-------------------|--|--|------------------------------------|
|                   | <p>features that cater to individual strengths and weaknesses. They can provide additional practice, remediation, and enrichment activities based on students' performance levels, helping to bridge gaps in understanding and improve overall math proficiency.</p> <p>Supporting Struggling Student Demographic groups: Supplemental Math programs can specifically target the needs of struggling student demographic groups, such as SED students, who exhibit lower levels of math proficiency. These programs often include differentiated instruction, interactive resources, and scaffolded learning materials designed to support diverse learners and provide them with the additional support needed to succeed in math.</p> <p>Enhancing Student Achievement: By offering supplemental Math programs, the district can enhance student achievement by providing access to high-quality instructional resources and interventions. These programs can reinforce classroom learning, provide opportunities for independent practice, and promote conceptual understanding and problem-solving skills, ultimately leading to improved math outcomes for all students.</p> <p>In summary, the action of providing licenses for supplemental Math programs is essential to address the identified disparities in math proficiency among student demographic groups and ensure that all students receive</p> | <p>reinforcement of math concepts taught in the classroom. Through interactive exercises, practice problems, and engaging activities, students can deepen their understanding of mathematical concepts and develop fluency in mathematical skills.</p> <p>Remediation and Enrichment: For students who are struggling with math, supplemental Math programs offer targeted remediation and support to address areas of weakness and fill learning gaps.</p> <p>Increased Engagement: Many supplemental Math programs incorporate interactive and engaging elements, such as games, simulations, and multimedia resources, to make learning math more enjoyable and meaningful for students. By increasing engagement, these programs can foster a positive attitude towards mathematics and motivate students to persist in their learning.</p> <p>Improved Achievement: Ultimately, by providing access to high-quality supplemental Math programs, the district can support student achievement in mathematics. These programs help students build a strong foundation in math, develop essential problem-solving skills, and achieve academic success in this critical subject area.</p> <p>In summary, the action of providing licenses for supplemental Math programs addresses the diverse learning needs of students by offering tailored instruction, differentiated learning resources, additional practice, remediation,</p> |                                    |



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|                   | <p>the support and resources needed to succeed in mathematics.</p> <p><b>Scope:</b><br/>LEA-wide</p> | enrichment, increased engagement, and ultimately, improved achievement in mathematics.      |                                    |

### **Limited Actions**

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

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| <b>1.16</b>       | <p><b>Action:</b><br/>Afterschool Intervention at Middle Schools</p> <p><b>Need:</b><br/>The data highlights significant disparities in academic performance among specific student demographic groups in core content areas at the middle school level. This underscores the urgent need for targeted interventions to support these student demographic groups and address the identified gaps in achievement. In response, CRPUSD will continue to prioritize interventions tailored to the specific needs of these student demographics, aiming to ensure equitable access to academic success for all students.</p> <p>Middle School Dropout Rates: Middle School = .08%</p> | To address the academic challenges highlighted by the data, CRPUSD will implement targeted interventions aimed at supporting students, particularly those facing significant disparities in English Language Arts (ELA) and Math proficiency. By continuing to employ teachers dedicated to supporting unduplicated pupils in 7th and 8th grade through an after-school intervention program at Lawrence Jones Middle School and Technology Middle School, the district aims to provide additional academic support to students who need it most. This intervention program will offer personalized assistance and targeted instruction to help students improve their ELA and Math skills, ultimately working to reduce achievement gaps and ensure that all students have the opportunity to succeed academically. | 1.2, 1.3, 1.4, 1.5 and 1.18        |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>ELA CRPUSD STAR Winter Data for the 23-24 School Year<br/> All Students - 40.65% At/Above Benchmark<br/> SED - 30.92% At/Above Benchmark<br/> EL - 15.2% At/Above Benchmark<br/> HI - 29.5% At/Above Benchmark<br/> AI - 28.9% At/Above Benchmark<br/> AS - 53.0% At/Above Benchmark<br/> AA - 38.8% At/Above Benchmark<br/> FI - 54% At/Above Benchmark<br/> PI - 24% At/Above Benchmark<br/> MR - 47.6% At/Above Benchmark<br/> WH - 52.8% At/Above Benchmark<br/> FOS - 27.0% At/Above Benchmark<br/> HOM - 21.1% At/Above Benchmark</p> <p>Math CRPUSD STAR Winter Data for the 23-24 School Year<br/> All Students - 47.43% At/Above Benchmark<br/> SED - 37.89% At/Above Benchmark<br/> EL - 23.8% At/Above Benchmark<br/> HI - 38.7% At/Above Benchmark<br/> AI - 35.6% At/Above Benchmark<br/> AS - 64.6% At/Above Benchmark<br/> AA - 41.6% At/Above Benchmark<br/> FI - 70.5% At/Above Benchmark<br/> PI - 31.6% At/Above Benchmark<br/> MR - 53.8% At/Above Benchmark<br/> WH - 56.6% At/Above Benchmark<br/> FOS - 34.5% At/Above Benchmark<br/> HOM - 40% At/Above Benchmark</p> <p>ELA 22-23 School Year CAASPP<br/> All Students - 40.28% Met or Exceeded<br/> SED - 29.10% Met or Exceeded</p> |   |                                    |



| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness      |
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|                   | <p>EL - 11.64% Met or Exceeded<br/> HI - 32.19% Met or Exceeded<br/> AI - 29.41% Met or Exceeded<br/> AS - 51.45% Met or Exceeded<br/> AA - 32.14% Met or Exceeded<br/> FI - 70% Met or Exceeded<br/> PI - 26.31% Met or Exceeded<br/> MR - 43.21% Met or Exceeded<br/> WH - 48.86% Met or Exceeded<br/> FOS - (Fewer than 11 students) - 36.36% Met or Exceeded<br/> HOM - 29.78% Met or Exceeded</p> <p>Math 22-23 School Year CAASPP<br/> All Students - 25.67% Met or Exceeded<br/> SED - 16.05% Met or Exceeded<br/> EL - 7.69% Met or Exceeded<br/> HI - 16.73% Met or Exceeded<br/> AI - 35.30% Met or Exceeded<br/> AS - 44.66% Met or Exceeded<br/> AA - 23.22% Met or Exceeded<br/> FI - 56.67% Met or Exceeded<br/> PI - 21.05% Met or Exceeded<br/> MR - 25.61% Met or Exceeded<br/> WH - 34.51% Met or Exceeded<br/> FOS (Fewer than 11 students) - 0% Met or Exceeded<br/> HOM - 18.75% Met or Exceeded</p> <p><b>Scope:</b><br/> Limited to Unduplicated Student Group(s)</p> |   |   |
| 1.17              | <p><b>Action:</b><br/> Phoenix Staffing</p>  | <p>To address the social emotional and academic challenges highlighted by the data, CRPUSD will implement targeted interventions aimed at</p> | <p>1.2, 1.3, 1.4, 1.5, 1.9 and 1.18</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   | <p><b>Need:</b><br/>The data highlights significant disparities in academic performance among specific student demographic groups in core content areas. This underscores the urgent need for targeted interventions to support these student demographic groups and address the identified gaps in achievement. In response, CRPUSD will continue to prioritize social, emotional and academic interventions tailored to the specific needs of these student demographic groups, aiming to ensure equitable access to social emotional and academic success.</p> <p>ELA CRPUSD STAR Winter Data for the 23-24 School Year<br/>All Students - 40.65% At/Above Benchmark<br/>SED - 30.92% At/Above Benchmark<br/>EL - 15.2% At/Above Benchmark<br/>FOS - 27.0% At/Above Benchmark<br/>HOM - 21.1% At/Above Benchmark</p> <p>Math CRPUSD STAR Winter Data for the 23-24 School Year<br/>All Students - 47.43% At/Above Benchmark<br/>SED - 37.89% At/Above Benchmark<br/>EL - 23.8% At/Above Benchmark<br/>FOS - 34.5% At/Above Benchmark<br/>HOM - 40% At/Above Benchmark</p> <p>ELA 22-23 School Year CAASPP<br/>All Students - 40.28% Met or Exceeded<br/>SED - 29.10% Met or Exceeded<br/>EL - 11.64% Met or Exceeded</p> | <p>supporting student demographic groups. By continuing to offer an alternative school student at the high school level, the district aims to provide additional social emotional and academic support to students who need it the most. This intervention will offer personalized assistance and a smaller school setting to help students to improve in their academic and SEL skills.</p> |                                    |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness      |
|-------------------|---|---|---|
|                   | <p>FOS - (Fewer than 11 students) - 36.36% Met or Exceeded<br/> HOM - 29.78% Met or Exceeded</p> <p>Math 22-23 School Year CAASPP<br/> All Students - 25.67% Met or Exceeded<br/> SED - 16.05% Met or Exceeded<br/> EL - 7.69% Met or Exceeded<br/> FOS (Fewer than 11 students) - 0% Met or Exceeded<br/> HOM - 18.75% Met or Exceeded</p> <p>Graduation Rates<br/> 2022 - 2023 SY Data<br/> All Students - 89.5%<br/> SED - 87.5%<br/> EL - 82.85%</p> <p><b>Scope:</b><br/> Limited to Unduplicated Student Group(s)</p> |   |   |
| 1.23              | <p><b>Action:</b><br/> El Camino High School</p> <p><b>Need:</b><br/> The data highlights significant disparities in academic performance among specific student demographic groups in core content areas. This underscores the urgent need for an alternative school setting to support these student demographic groups and address the identified gaps in achievement, credit recovery complete graduation requirement and graduate with a diploma with a plan for post</p>  | <p>To address the significant disparities in academic performance among specific student demographic groups in core content areas, El Camino High School will provide support both academically and social emotionally for student overall wellbeing and success. El Camino High School offers specialized curriculum, instruction and guidance to overcome barriers in learning.</p> | <p>1.2, 1.3, 1.4, 1.5, 1.9 and 1.18</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>secondary educational or vocational opportunities.</p> <p>ELA CRPUSD STAR Winter Data for the 23-24 School Year<br/> All Students - 40.65% At/Above Benchmark<br/> SED - 30.92% At/Above Benchmark<br/> EL - 15.2% At/Above Benchmark<br/> FOS - 27.0% At/Above Benchmark<br/> HOM - 21.1% At/Above Benchmark</p> <p>Math CRPUSD STAR Winter Data for the 23-24 School Year<br/> All Students - 47.43% At/Above Benchmark<br/> SED - 37.89% At/Above Benchmark<br/> EL - 23.8% At/Above Benchmark<br/> FOS - 34.5% At/Above Benchmark<br/> HOM - 40% At/Above Benchmark</p> <p>ELA 22-23 School Year CAASPP<br/> All Students - 40.28% Met or Exceeded<br/> SED - 29.10% Met or Exceeded<br/> EL - 11.64% Met or Exceeded<br/> FOS - (Fewer than 11 students) - 36.36% Met or Exceeded<br/> HOM - 29.78% Met or Exceeded</p> <p>Math 22-23 School Year CAASPP<br/> All Students - 25.67% Met or Exceeded<br/> SED - 16.05% Met or Exceeded<br/> EL - 7.69% Met or Exceeded<br/> FOS (Fewer than 11 students) - 0% Met or Exceeded<br/> HOM - 18.75% Met or Exceeded</p> <p>Graduation Rates</p> |   |                                    |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>2022 - 2023 SY Data<br/>All Students - 89.5%<br/>SED - 87.5%<br/>EL - 82.85%</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>   |   |                                    |
| 2.12              | <p><b>Action:</b><br/>Homeless/Foster support</p> <p><b>Need:</b><br/>The district recognizes the significant challenges and needs of students who are identified Homeless and Foster Youth. Based on the provided data indicating chronic absenteeism rates, with all students at 22.6% and Foster Youth (FOS) at a significantly higher rate of 50%, there is a clear need for improved support services.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | The district's commitment to providing transportation, placement, and other support services is crucial to address the barriers contributing to chronic absenteeism and discrepancies in educational services. By offering transportation assistance and additional support services tailored to the needs of Foster Youth, the district aims to remove obstacles hindering attendance and promote consistent school attendance. This proactive approach can help ensure that all students have equitable access to education and support their overall academic success. | 2.7                                |
| 4.3               | <p><b>Action:</b><br/>Multilingual Learner Roadmap</p> <p><b>Need:</b><br/>Based on the provided data, there is a compelling need for CRPUSD to revisit and revise the Multilingual Learner Roadmap. The STAR Math and ELA data indicate that only 23.80% and 15.20% of students in the English Learner (EL) student demographic group are performing at or above benchmark levels,</p>   | The action will involve a 20% of the instructional coaches work load while enhancing the Multilingual Learner Roadmap to facilitate district staff growth and deepen their understanding of the needs of EL students. By doing so, CRPUSD aims to achieve higher proficiency levels for Multilingual Learners on the ELPAC and in core content areas. This initiative is prompted by the data indicating a low ELPAC proficiency rate of 17.11% among EL students, coupled with a high chronic absenteeism rate of 26.15%. Improving the Multilingual Learner             | 4.6, 4.7, 4.8 and 4.14             |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>respectively. Additionally, the district's reclassification rate stands at 8.50%, suggesting challenges in transitioning EL students to English proficiency. Moreover, the ELPAC proficiency rate is at 17.11%, highlighting the need to improve language acquisition outcomes. Furthermore, the A-G completion rate is only 25%, indicating a need for enhanced academic pathways for Multilingual learners. Given these data points, it is evident that revisiting and revising the Multilingual Learner Roadmap is essential to address the academic and language acquisition needs of EL students and to ensure they have the necessary support and resources to succeed academically and linguistically.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>Roadmap will provide staff with the necessary tools, strategies, and support to address the unique needs of Multilingual Learners, ultimately leading to improved academic outcomes and reduced absenteeism rates.</p>   |                                    |
| 4.4               | <p><b>Action:</b><br/>ELPAC Testing Support</p> <p><b>Need:</b><br/>The action step to provide additional staff to support ELPAC testing is necessary due to the low ELPAC proficiency rate of 17.11% among students. This data point indicates that a significant portion of students are not achieving proficiency on the ELPAC, which assesses English language proficiency.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>  | <p>By providing additional staff to support ELPAC testing, CRPUSD can ensure more effective administration of the exam, potentially leading to improved outcomes. Additional staff can assist in various aspects of the testing process, including preparation, administration, and scoring, which can help identify areas where students may need additional support in language acquisition. Moreover, having sufficient staff can ensure that testing procedures are conducted efficiently and accurately, minimizing disruptions and ensuring that students receive fair and appropriate assessments of their English language proficiency levels. Ultimately, by addressing the need for additional support in ELPAC testing, CRPUSD can</p> | 4.8                                |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness         |
|-------------------|--|---|--|
|                   |  | better assess students' language proficiency and provide targeted interventions to support their linguistic development.  |  |
| <b>4.5</b>        | <p><b>Action:</b><br/>Multilingual Support Staffing</p> <p><b>Need:</b><br/>The action step to continue supporting EL students in the acquisition of academic English through various means, including the employment of teachers, instructional assistants, supplies, services, and additional training in multilingual support strategies, is essential based on the provided data. The SBAC Math, ELA, and Science data demonstrate low proficiency rates among Multilingual Learners, with only 7.69%, 11.64%, and 1.24% meeting or exceeding standards, respectively. Additionally, the STAR Math and ELA data indicate that only 23.80% and 15.20% of EL students are performing at or above benchmark levels. Furthermore, the low reclassification rate of 8.50% suggests challenges in transitioning Multilingual Learners to proficiency in academic English. Despite a graduation rate of 82.85%, the district's high school dropout rate stands at 2.7%, and the A-G completion rate is only 25%, highlighting the need for continued support to ensure academic success for EL students. Moreover, the ELPAC proficiency rate of 17.11% underscores the ongoing need for improvement in English language proficiency. Therefore, by providing comprehensive support, including additional staffing, resources, and training in multilingual</p> | <p>The action of continuing to support English Learners in acquiring academic English through various means will address the needs of students in several ways. Firstly, by employing teachers and instructional assistants specifically trained to work with EL students, the district can provide targeted instruction and support tailored to the linguistic and academic needs of these students. These educators can implement effective strategies and interventions to facilitate language acquisition and academic success.</p> <p>Secondly, by ensuring access to necessary supplies and services, such as bilingual instructional materials, language support resources, and culturally responsive learning materials, English Learners can engage more effectively in the learning process and develop proficiency in academic English.</p> <p>Additionally, offering additional training in multilingual support strategies to staff will enhance their capacity to meet the diverse needs of Multilingual Learners. Professional development opportunities focused on best practices for language acquisition, culturally responsive teaching methods, and differentiated instruction will empower educators to create inclusive and supportive learning environments where EL students can thrive.</p> <p>Overall, by providing comprehensive support through the employment of qualified staff, access</p> | 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 and 4.19 |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness    |
|-------------------|--|---|---------------------------------------|
|                   | <p>support strategies, the district can better address the academic needs of English Learners and enhance their proficiency in academic English, leading to improved educational outcomes and opportunities.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>   | to resources, and ongoing training initiatives, the district can better meet the academic and linguistic needs of Multilingual Learners, ultimately fostering their success in acquiring academic English and achieving educational excellence.   |                                       |
| <b>4.6</b>        | <p><b>Action:</b><br/>Language Intervention Sections</p> <p><b>Need:</b><br/>The action step to allocate sections of the primary schedule for language intervention to support struggling EL students is needed based on the provided data.</p> <p>The SBAC Math, ELA, and Science data indicate low proficiency rates among English Learners, with only 7.69%, 11.64%, and 1.24% meeting or exceeding standards, respectively. Similarly, the STAR Math and ELA data show that only 23.80% and 15.20% of Multilingual Learners are performing at or above benchmark levels.</p> <p>Furthermore, the district's reclassification rate of 8.50% suggests challenges in transitioning EL students to proficiency in academic English. Additionally, the ELPAC proficiency rate of 17.11% highlights the ongoing need for improvement in English language proficiency among these students.</p> | Given these data points, it is evident that struggling EL students require targeted support to enhance their language skills and academic performance. Allocating sections of the primary schedule for language intervention will provide focused instruction and resources tailored to the needs of these students, enabling them to achieve at higher levels in their core classes. This action step is essential to address the academic challenges faced by EL students and ensure their success in meeting academic standards and language proficiency benchmarks. | 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8 |



| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness         |
|-------------------|--|---|--|
|                   | <b>Scope:</b><br>Limited to Unduplicated Student Group(s)  |   |  |
| <b>4.8</b>        | <p><b>Action:</b><br/>Middle School Investigative Learning</p> <p><b>Need:</b><br/>The action step to provide STEM integration with a focus on integrating STEM into ELD curriculum for middle school students is needed based on the provided data. The SBAC Math, ELA, and Science data reveal low proficiency rates among English Learners (ELs), with only 7.69%, 11.64%, and 1.24% meeting or exceeding standards, respectively. Similarly, the STAR Math and ELA data show that only 23.80% and 15.20% of ELs are performing at or above benchmark levels.</p> <p>Moreover, the ELPAC proficiency rate of 17.11% indicates that a significant portion of ELs still requires support in developing English language proficiency. Additionally, the district's reclassification rate of 8.50% suggests challenges in transitioning ELs to proficiency in academic English.</p> <p>Given these data points, it is evident that ELs face academic challenges in both language development and STEM subjects. Integrating STEM into the ELD curriculum provides an opportunity to enhance language development while engaging students in hands-on, inquiry-based learning experiences. This approach not only supports language acquisition but also fosters critical thinking, problem-solving,</p> | <p>The action of providing middle school students with access to STEM integration, particularly within the English Language Development (ELD) curriculum, aims to address the diverse needs of students in several ways:</p> <p>Enhanced Language Development: Integrating STEM into the ELD curriculum provides students with meaningful opportunities to engage in language-rich activities, such as problem-solving, collaboration, and scientific inquiry. By actively participating in STEM activities, students are immersed in language contexts that facilitate the development of vocabulary, syntax, and communication skills necessary for academic success.</p> <p>Contextualized Learning: STEM integration allows students to apply language skills in authentic, real-world contexts. By connecting language learning to STEM concepts and activities, students see the relevance of language skills in solving scientific problems and understanding complex STEM content. This contextualized approach promotes deeper comprehension and retention of language skills.</p> <p>Engagement and Motivation: STEM activities often involve hands-on, experiential learning experiences that appeal to students' natural curiosity and interests. Integrating STEM into the ELD curriculum creates engaging learning opportunities that motivate students to actively</p> | 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 and 4.19 |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness    |
|-------------------|--|---|---------------------------------------|
|                   | <p>and collaboration skills essential for success in both academic and real-world contexts. By providing access to STEM integration with a focus on ELD curriculum, CRPUSD can better address the needs of ELs and support their academic growth and achievement.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>  | <p>participate in language learning tasks. As students become more invested in STEM projects, they are more likely to persevere through language challenges and persist in their language development efforts.</p> <p>Skill Development: STEM integration fosters the development of not only language skills but also critical thinking, problem-solving, creativity, and collaboration skills. Through STEM activities, students learn to communicate effectively, work collaboratively with peers, and think critically to solve complex problems. These interdisciplinary skills are essential for academic success and future readiness in an increasingly STEM-focused world.</p> <p>Overall, by providing access to STEM integration with a focus on integrating STEM into the ELD curriculum, the action supports the holistic development of students' language proficiency, academic skills, and readiness for future academic and career pathways.</p> |                                       |
| 4.9               | <p><b>Action:</b><br/>Middle School Multilingual Curriculum</p> <p><b>Need:</b><br/>The action step to provide middle school ELD curriculum for language acquisition to support struggling EL students is needed based on the provided data.</p> <p>The SBAC Math, ELA, and Science data indicate low proficiency rates among English Learners, with only 7.69%, 11.64%, and</p> | <p>Given these data points, it is evident that struggling EL students require strategic implementation of strategies and targeted support to enhance their language acquisition and improve their academic performance. Providing a robust ELD curriculum will provide focused instruction and resources tailored to the needs of the districts EL students, enabling them to achieve at higher levels in their core classes. This action step is essential to address the academic challenges faced by EL students and to ensure their success</p>   | 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8 |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness              |
|-------------------|--|--|---|
|                   | <p>1.24% meeting or exceeding standards, respectively. Similarly, the STAR Math and ELA data show that only 23.80% and 15.20% of Multilingual Learners are performing at or above benchmark levels.</p> <p>Furthermore, the district's reclassification rate of 8.50% suggests challenges in transitioning EL students to proficiency in academic English. Additionally, the ELPAC proficiency rate of 17.11% highlights the ongoing need for improvement in English language proficiency among these students.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>  | <p>in meeting academic standards and language proficiency benchmarks.</p>  |   |
| 4.10              | <p><b>Action:</b><br/>Unduplicated Student ELA Support</p> <p><b>Need:</b><br/>Based on the data provided, there is a clear and pressing need for additional ELD supplemental support to enhance student achievement and academic improvement. The SBAC Math, ELA, and Science data reveal low proficiency rates, with only 7.69%, 11.64%, and 1.24% of students meeting or exceeding standards, respectively. Additionally, the EL reclassification rate for the 2022-2023 school year stands at 8.5%, indicating challenges in transitioning Multilingual students to English proficiency. Furthermore, the ELPAC proficiency rate is at 17.11%, underscoring the need to improve English language proficiency</p> | <p>CRPUSD's action statement to additional ELD supplemental support to enhance student achievement and academic improvement so teachers can addresses the identified needs of English Learner (EL) students as reflected in the provided data. The low proficiency rates in SBAC Math, ELA, and Science assessments, as well as the STAR Math and ELA benchmarks, underscore the academic challenges faced by EL students. By offering this additional resource which can be specifically focused on ELD instruction, teachers will receive personalized resources to enhance their instructional practices. As a result, teachers will be better equipped to address the diverse needs of EL students and help them succeed academically.</p> | <p>4.1, 4.2, 4.3, 4.4, 4.6, 4.7,4.8 and 4.9</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness        |
|-------------------|---|---|---|
|                   | <p>among students. Given these challenges, providing these additional resources for teachers in ELD instruction is essential to enhance instructional practices, support student learning, and improve academic outcomes. Moreover, addressing these needs will contribute to fostering a supportive learning environment conducive to improved student attendance, as reflected in the 92.46% school attendance rate for all students.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>   |   |   |
| 4.11              | <p><b>Action:</b><br/>Long Term English Learners (LTEL) Reclassification Rate</p> <p><b>Need:</b><br/>Based on the district data provided, there is a clear and pressing need for LTEL reclassification rate monitoring while providing improved and enhanced instructional practices to positively impact student achievement and the LTEL ELPAC reclassification rates. The data indicates that in the SBAC assessments, only 0.84% of LTEL students met or exceeded standards in Math, 7.56% in ELA, and 3.45% in Science. Similarly, in the STAR assessments, only 15.10% of LTEL students achieved at or above benchmark in Math, and 2.39% in ELA. Moreover, the district's reclassification rate stands at 8.50%, indicating a significant challenge in moving LTEL students to fluent English proficiency, while the ELPAC proficiency rate remains low</p> | <p>CRPUSD is committed to increasing the reclassification rate of Long-Term English Learners (LTELs) by 10% over the next three years, addressing their specific needs as identified in the data. To achieve this goal, the district will implement targeted strategies aimed at improving LTEL outcomes.</p> <p>The low proficiency rates in SBAC Math, ELA, and Science assessments, as well as STAR Math and ELA benchmarks, highlight the academic challenges faced by LTEL students. In response, CRPUSD will provide professional development focused on designated and integrated ELD instruction. This will include personalized guidance and feedback for teachers to enhance their instructional practices.</p> <p>Through coaching and support, teachers will be equipped with effective tools and strategies to differentiate instruction, scaffold learning, and provide language support across various content</p> | 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.23 & 4.24 |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>at 17.11%. This data underscores the critical need for the district to enhance instructional strategies and interventions tailored to the needs of EL students to improve their academic performance and increase their proficiency in English.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>areas. This will enable teachers to better address the diverse needs of LTEL students, fostering their academic success.</p> <p>By improving instructional quality in ELD instruction, CRPUSD aims to boost LTEL students' proficiency as measured by the ELPAC proficiency rate and increase their reclassification rate. This action reflects the district's dedication to delivering targeted support, ensuring LTEL students receive the necessary resources and instruction to thrive academically.</p> |                                    |

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

N/A

### ***Additional Concentration Grant Funding***

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

N/A

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

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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 certificated staff providing direct services to students          | N/A  | N/A   |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals    | 66,176,623  | 6,460,888   | 9.763%   | 0.000%  | 9.763%   |

| Totals | LCFF Funds      | Other State Funds | Local Funds | Federal Funds | Total Funds     | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$10,516,064.00 | \$2,031,378.00    | \$0.00      | \$165,000.00  | \$12,712,442.00 | \$8,778,657.00  | \$3,933,785.00      |

| Goal # | Action # | Action Title                | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope       | Unduplicated Student Group(s)                  | Location                                | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|-----------------------------|--|---|-------------|--|---|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1      | 1.1      | Guaranteed Standards        | All  | No  |             |  | All Schools                             | Ongoing   | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |   |
| 1      | 1.2      | Common Formative Assessment | All  | No  |             |  | All Schools                             | Ongoing   | \$0.00          | \$40,092.00         |              | \$40,092.00       |             |               | \$40,092.00  |   |
| 1      | 1.3      | Tier 1 Intervention         | All  | No  |             |  | All Schools                             | Ongoing   | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |   |
| 1      | 1.4      | Professional Development    | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                             | Ongoing   | \$458,171.00    | \$315,250.00        | \$773,421.00 |                   |             |               | \$773,421.00 |   |
| 1      | 1.5      | Data Analysis               | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                             | Ongoing   | \$0.00          | \$110,863.00        | \$110,863.00 |                   |             |               | \$110,863.00 |   |
| 1      | 1.6      | Local Assessment            | All  | No  |             |  | All Schools                             | Ongoing   | \$0.00          | \$0.00              |              | \$0.00            |             |               | \$0.00       |   |
| 1      | 1.7      | ELA Supports                | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                             | Ongoing   | \$0.00          | \$175,000.00        | \$175,000.00 |                   |             |               | \$175,000.00 |   |
| 1      | 1.8      | Math Supports               | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                             | Ongoing   | \$0.00          | \$50,000.00         | \$50,000.00  |                   |             |               | \$50,000.00  |   |
| 1      | 1.9      | Teacher Induction Training  | All  | No  |             |  | All Schools                             | Ongoing   | \$0.00          | \$230,000.00        | \$115,000.00 |                   |             | \$115,000.00  | \$230,000.00 |   |
| 1      | 1.10     | Online Core Curriculum      | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Rancho Cotate High | Ongoing   | \$0.00          | \$120,000.00        | \$120,000.00 |                   |             |               | \$120,000.00 |   |

| Goal # | Action # | Action Title                               | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location  | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|--|--|---|--|--|---|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
|        |          |  |  |   |  |  | School and El Camino High School Grades 9 - 12  |           |                 |                     |                |                   |             |               |                |   |
| 1      | 1.11     | College and Career Readiness               | All  | No  |  |  |   | Ongoing   | \$162,086.00    | \$19,000.00         | \$181,086.00   |                   |             |               | \$181,086.00   |   |
| 1      | 1.12     | AVID                                       | All  | No  |  |  |   | Ongoing   | \$300,000.00    | \$66,000.00         | \$366,000.00   |                   |             |               | \$366,000.00   |   |
| 1      | 1.13     | Math Intervention FTE - RCHS               | All  | No  |  |  |   | Ongoing   | \$115,000.00    | \$0.00              | \$115,000.00   |                   |             |               | \$115,000.00   |   |
| 1      | 1.14     | Outdoor Education                          | All  | No  |  |  |   | Ongoing   | \$0.00          | \$38,000.00         | \$38,000.00    |                   |             |               | \$38,000.00    |   |
| 1      | 1.15     | Summer School Credit Recovery              | All  | No  |  |  |   | Ongoing   | \$27,500.00     | \$0.00              | \$27,500.00    |                   |             |               | \$27,500.00    |   |
| 1      | 1.16     | Afterschool Intervention at Middle Schools | English Learners<br>Foster Youth<br>Low Income | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Lawrence Jones Middle School and Technology Middle School 7th and 8th Grade | Ongoing   | \$30,000.00     | \$100,000.00        | \$130,000.00   |                   |             |               | \$130,000.00   |   |
| 1      | 1.17     | Phoenix Staffing                           | English Learners<br>Foster Youth<br>Low Income | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Rancho Cotate High School 10th through 12th                                 | Ongoing   | \$370,000.00    | \$0.00              | \$370,000.00   |                   |             |               | \$370,000.00   |   |
| 1      | 1.18     | K-3 Class Size Reduction                   | All  | No  |  |  |   | Ongoing   | \$1,253,991.00  | \$0.00              | \$1,253,991.00 |                   |             |               | \$1,253,991.00 |   |
| 1      | 1.19     | Attendance                                 | All  | No  |  |  | All Schools   | Ongoing   | \$0.00          | \$53,000.00         | \$53,000.00    |                   |             |               | \$53,000.00    |   |
| 1      | 1.20     | Virtual Learning Academy                   | All  | No  |  |  |   | Ongoing   | \$377,414.00    | \$5,000.00          | \$5,000.00     | \$377,414.00      |             |               | \$382,414.00   |   |



| 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      | 1.21     | New Teacher Support                         | All  | No  |  |  | All Schools   | Ongoing   | \$45,000.00     | \$0.00              | \$45,000.00  |                   |             |               | \$45,000.00  |   |
| 1      | 1.22     | Summer School Intervention                  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | Ongoing   | \$350,000.00    | \$400,000.00        | \$40,000.00  | \$710,000.00      |             |               | \$750,000.00 |   |
| 1      | 1.23     | El Camino High School                       | English Learners<br>Foster Youth<br>Low Income | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: El Camino High School 11th and 12th   | Ongoing   | \$586,000.00    | \$20,000.00         | \$606,000.00 |                   |             |               | \$606,000.00 |   |
| 1      | 1.24     | Social Studies Supplemental Curriculum      | All  | No  |  |  |   | Ongoing   | \$0.00          | \$25,000.00         | \$25,000.00  |                   |             |               | \$25,000.00  |   |
| 1      | 1.25     | Elementary Math Curriculum                  | All  | No  |  |  |   | Ongoing   | \$0.00          | \$130,000.00        | \$130,000.00 |                   |             |               | \$130,000.00 |   |
| 2      | 2.1      | MTSS  | All  | No  |  |  | All Schools   | Ongoing   | \$0.00          | \$226,843.00        |              | \$226,843.00      |             |               | \$226,843.00 |   |
| 2      | 2.2      | PBIS  | All  | No  |  |  | All Schools   | Ongoing   | \$105,443.00    | \$13,200.00         | \$105,443.00 | \$13,200.00       |             |               | \$118,643.00 |   |
| 2      | 2.3      | Restorative Practices Administrator Academy | All  | No  |  |  | All Schools   | Ongoing   | \$0.00          | \$28,958.00         | \$28,958.00  |                   |             |               | \$28,958.00  |   |
| 2      | 2.4      | SEL Curriculum                              | All  | No  |  |  | All Schools   | Ongoing   | \$0.00          | \$41,648.00         | \$41,648.00  |                   |             |               | \$41,648.00  |   |
| 2      | 2.5      | Professional Development                    | All  | No  |  |  | All Schools   | Ongoing   | \$0.00          | \$70,000.00         |              | \$70,000.00       |             |               | \$70,000.00  |   |
| 2      | 2.6      | Elementary Assistant Principals             | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide                              | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Evergreen School, Monte Vista School, Thomas Page Academy Transitional Kindergarten through | Ongoing   | \$365,381.00    | \$0.00              | \$365,381.00 |                   |             |               | \$365,381.00 |   |

| 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 |
|--------|----------|---|--|---|-------------|--|---|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
|        |          |   |  |   |             |  | 8th Grade   |           |                 |                     |              |                   |             |               |              |   |
| 2      | 2.7      | Elementary Counselors                                 | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: John Reed School, Monte Vista School, Thomas Page Academy , University Elementary at La Fiesta, Richard Crane Elementary Transitional Kindergarten through 5th Grade | Ongoing   | \$262,083.00    | \$0.00              | \$262,083.00 |                   |             |               | \$262,083.00 |   |
| 2      | 2.8      | Mental & Behavioral Health Services                   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Transitional Kindergarten through 12th Grade   | Ongoing   | \$942,248.00    | \$0.00              | \$942,248.00 |                   |             |               | \$942,248.00 |   |
| 2      | 2.9      | Nursing Support                                       | All  | No  |             |  | All Schools   | Ongoing   | \$929,671.00    | \$0.00              | \$929,671.00 |                   |             |               | \$929,671.00 |   |
| 2      | 2.10     | Team Success & CPI / Suspension & Expulsion Diversion | All  | No  |             |  | All Schools   | Ongoing   | \$0.00          | \$200,000.00        | \$100,000.00 | \$100,000.00      |             |               | \$200,000.00 |   |
| 2      | 2.11     | TPA Bussing   | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Thomas Page Academy Transitional  | Ongoing   | \$0.00          | \$747,931.00        | \$747,931.00 |                   |             |               | \$747,931.00 |   |

| 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 |
|--------|----------|-------------------------------|----------------------------|---|--|-------------------------------|--------------------------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
|        |          |                               |                            |   |  |                               | Kindergarten through 8th Grade |           |                 |                     |              |                   |             |               |              |   |
| 2      | 2.12     | Homeless/Foster support       | Foster Youth               | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | All Schools                    | Ongoing   | \$0.00          | \$50,000.00         | \$50,000.00  |                   |             |               | \$50,000.00  |   |
| 2      | 2.13     | Co-Teaching                   | Students with Disabilities | No  |  |                               | All Schools                    | Ongoing   | \$10,000.00     | \$0.00              | \$10,000.00  |                   |             |               | \$10,000.00  |   |
| 3      | 3.1      | Parent Communication          | All                        | No  |  |                               | All Schools                    | Ongoing   | \$0.00          | \$30,000.00         | \$30,000.00  |                   |             |               | \$30,000.00  |   |
| 3      | 3.2      | Educational Partner Education | All                        | No  |  |                               | All Schools                    | Ongoing   | \$0.00          | \$50,000.00         | \$50,000.00  |                   |             |               | \$50,000.00  |   |
| 3      | 3.3      | Family Events                 | All                        | No  |  |                               | All Schools                    | Ongoing   | \$0.00          | \$50,000.00         |              |                   |             | \$50,000.00   | \$50,000.00  |   |
| 3      | 3.4      | Community Liaisons            | All                        | No  |  |                               | All Schools                    | Ongoing   | \$213,829.00    | \$0.00              |              | \$213,829.00      |             |               | \$213,829.00 |   |
| 3      | 3.5      | Translation Services          | All                        | No  |  |                               | All Schools                    | Ongoing   | \$204,514.00    | \$100,000.00        | \$304,514.00 |                   |             |               | \$304,514.00 |   |
| 3      | 3.6      | Community Resources           | All                        | No  |  |                               | All Schools                    | Ongoing   | \$0.00          | \$5,000.00          |              | \$5,000.00        |             |               | \$5,000.00   |   |
| 3      | 3.7      | Community Engagement          | All                        | No  |  |                               | All Schools                    | Ongoing   | \$0.00          | \$5,000.00          | \$5,000.00   |                   |             |               | \$5,000.00   |   |
| 4      | 4.1      | ELD Professional Development  | English Learners           | Yes   | LEA-wide                                 | English Learners              | All Schools                    | Ongoing   | \$100,000.00    | \$0.00              | \$100,000.00 |                   |             |               | \$100,000.00 |   |
| 4      | 4.2      | ELD Instructional Supports    | English Learners           | Yes   | LEA-wide                                 | English Learners              | All Schools                    | Ongoing   | \$20,000.00     | \$10,000.00         | \$30,000.00  |                   |             |               | \$30,000.00  |   |
| 4      | 4.3      | Multilingual Learner Roadmap  | English Learners           | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools                    | ongoing   | \$70,000.00     | \$0.00              | \$70,000.00  |                   |             |               | \$70,000.00  |   |

| Goal # | Action # | Action Title                          | Student Group(s) | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location   | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |  |
|--------|----------|---------------------------------------|------------------|---|--|-------------------------------|--|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|--|
| 4      | 4.4      | ELPAC Testing Support                 | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools  | Ongoing   | \$35,000.00     | \$5,000.00          | \$40,000.00  |                   |             |               | \$40,000.00  |   |  |
| 4      | 4.5      | Multilingual Support Staffing         | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools  | Ongoing   | \$767,007.00    | \$0.00              | \$767,007.00 |                   |             |               | \$767,007.00 |   |  |
| 4      | 4.6      | Language Intervention Sections        | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | Specific Schools: Lawrence Jones Middle School, Technology Middle School, and Rancho Cotate High School 6th through 12th Grade | Ongoing   | \$524,118.00    | \$0.00              | \$524,118.00 |                   |             |               | \$524,118.00 |   |  |
| 4      | 4.7      | Seal of Biliteracy                    | All              | No  |  |                               |  | Ongoing   | \$2,000.00      | \$0.00              | \$2,000.00   |                   |             |               | \$2,000.00   |   |  |
| 4      | 4.8      | Middle School Investigative Learning  | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | Specific Schools: Lawrence Jones Middle School and Technology Middle School 6th through 8th Grade                              | Ongoing   | \$152,201.00    | \$10,000.00         | \$162,201.00 |                   |             |               | \$162,201.00 |   |  |
| 4      | 4.9      | Middle School Multilingual Curriculum | English Learners | Yes   | Limited to Unduplicated                  | English Learners              | Specific Schools: Lawrence Jones   | Ongoing   | \$0.00          | \$275,000.00        | \$0.00       | \$275,000.00      |             |               |              | \$275,000.00                            |  |

| Goal # | Action # | Action Title  | Student Group(s) | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location   | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|---|------------------|---|--|-------------------------------|--|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
|        |          |   |                  |   | Student Group(s)                         |                               | Middle School, Thomas Page Academy, Technology Middle School 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8                               |           |                 |                     |              |                   |             |               |              |   |
| 4      | 4.10     | Unduplicated Student ELA Support                        | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | Specific Schools: John Reed School, Technology Middle School, El Camino High School Transitional Kindergarten through 12th Grade | Ongoing   | \$0.00          | \$118,000.00        | \$118,000.00 |                   |             |               | \$118,000.00 |   |
| 4      | 4.11     | Long Term English Learners (LTEL) Reclassification Rate | English Learners | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools 5th Grade through 12th Grade   | Ongoing   | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |   |
| 5      | 5.1      | ELA Support   | Low Income       | Yes   | LEA-wide                                 | Low Income                    | All Schools  | Ongoing   | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |   |
| 5      | 5.2      | Math Support  | Low Income       | Yes   | LEA-wide                                 | Low Income                    | All Schools  | Ongoing   | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |   |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 66,176,623                   | 6,460,888  | 9.763%  | 0.000%   | 9.763%  | \$6,554,253.00  | 0.000%   | 9.904 %  | <b>Total:</b>            | \$6,554,253.00   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$2,221,532.00   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$2,837,326.00   |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$1,495,395.00   |

| Goal | Action # | Action Title                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location  | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|---|--|---|
| 1    | 1.4      | Professional Development                   | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$773,421.00   |   |
| 1    | 1.5      | Data Analysis                              | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$110,863.00   |   |
| 1    | 1.7      | ELA Supports                               | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$175,000.00   |   |
| 1    | 1.8      | Math Supports                              | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools   | \$50,000.00  |   |
| 1    | 1.10     | Online Core Curriculum                     | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Rancho Cotate High School and El Camino High School<br>Grades 9 - 12 | \$120,000.00   |   |
| 1    | 1.16     | Afterschool Intervention at Middle Schools | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Lawrence Jones Middle School and                                     | \$130,000.00   |   |

| 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 (%) |
|------|----------|-------------------------------------|---|--|--|--|--|---|
|      |          |                                     |   |  |  | Technology Middle School<br>7th and 8th Grade  |  |   |
| 1    | 1.17     | Phoenix Staffing                    | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Rancho Cotate High School<br>10th through 12th  | \$370,000.00   |   |
| 1    | 1.22     | Summer School Intervention          | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools  | \$40,000.00  |   |
| 1    | 1.23     | El Camino High School               | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>El Camino High School<br>11th and 12th  | \$606,000.00   |   |
| 2    | 2.6      | Elementary Assistant Principals     | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Evergreen School,<br>Monte Vista School, Thomas Page Academy<br>Transitional Kindergarten through 8th Grade   | \$365,381.00   |   |
| 2    | 2.7      | Elementary Counselors               | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools:<br>John Reed School, Monte Vista School, Thomas Page Academy, University Elementary at La Fiesta, Richard Crane Elementary<br>Transitional Kindergarten through 5th Grade | \$262,083.00   |   |
| 2    | 2.8      | Mental & Behavioral Health Services | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Transitional Kindergarten through 12th Grade  | \$942,248.00   |   |

| Goal | Action # | Action Title                          | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location   | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---------------------------------------|---|--|--|--|--|---|
| 2    | 2.11     | TPA Bussing                           | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Thomas Page Academy<br>Transitional Kindergarten through 8th Grade  | \$747,931.00   |   |
| 2    | 2.12     | Homeless/Foster support               | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                                   | All Schools  | \$50,000.00  |   |
| 4    | 4.1      | ELD Professional Development          | Yes   | LEA-wide                                 | English Learners                               | All Schools  | \$100,000.00   |   |
| 4    | 4.2      | ELD Instructional Supports            | Yes   | LEA-wide                                 | English Learners                               | All Schools  | \$30,000.00  |   |
| 4    | 4.3      | Multilingual Learner Roadmap          | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools  | \$70,000.00  |   |
| 4    | 4.4      | ELPAC Testing Support                 | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools  | \$40,000.00  |   |
| 4    | 4.5      | Multilingual Support Staffing         | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools  | \$767,007.00   |   |
| 4    | 4.6      | Language Intervention Sections        | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | Specific Schools:<br>Lawrence Jones Middle School, Technology Middle School, and Rancho Cotate High School<br>6th through 12th Grade | \$524,118.00   |   |
| 4    | 4.8      | Middle School Investigative Learning  | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | Specific Schools:<br>Lawrence Jones Middle School and Technology Middle School<br>6th through 8th Grade                              | \$162,201.00   |   |
| 4    | 4.9      | Middle School Multilingual Curriculum | Yes   | Limited to Unduplicated                  | English Learners                               | Specific Schools:<br>Lawrence Jones  | \$0.00   |   |



| Goal | Action # | Action Title  | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location   | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|--|-------------------------------|--|--|---|
|      |          |   |   | Student Group(s)                         |                               | Middle School, Thomas Page Academy, Technology Middle School<br>4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8                            |  |   |
| 4    | 4.10     | Unduplicated Student ELA Support                        | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | Specific Schools: John Reed School, Technology Middle School, El Camino High School Transitional Kindergarten through 12th Grade | \$118,000.00   |   |
| 4    | 4.11     | Long Term English Learners (LTEL) Reclassification Rate | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools 5th Grade through 12th Grade   | \$0.00   |   |
| 5    | 5.1      | ELA Support   | Yes   | LEA-wide                                 | Low Income                    | All Schools  | \$0.00   |   |
| 5    | 5.2      | Math Support  | Yes   | LEA-wide                                 | Low Income                    | All Schools  | \$0.00   |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$21,479,256.00                                      | \$24,797,632.50                            |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                         | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1                  | 1.1                  | Local Assessments                                  | No   | \$7,123.00                                     | 77,966.5  |
| 1                  | 1.2                  | Professional Development                           | No   | \$6,500.00                                     | 27,151  |
| 1                  | 1.3                  | Supplemental ELA Curriculum                        | No   | \$0.00   | 518,296   |
| 1                  | 1.4                  | ELA Supports                                       | Yes  | \$20,000.00                                    | 77,967  |
| 1                  | 1.5                  | Supplemental Math Curriculum                       | No   | \$328,592.00                                   | 434,719   |
| 1                  | 1.6                  | Math Supports                                      | Yes  | \$7,320.00                                     | 35,231  |
| 1                  | 1.7                  | Supplemental Science and Social Studies Curriculum | No   | \$9,765.00                                     | 13,591  |
| 1                  | 1.8                  | PLCs   | No   | \$33,550.00                                    | 33,550  |
| 1                  | 1.9                  | Teacher Induction Training                         | No   | \$187,153.00                                   | 230,096   |
| 1                  | 1.10                 | Online Core Curriculum                             | Yes  | \$146,261.00                                   | 116,909   |
| 1                  | 1.11                 | Student Information System                         | No   | \$109,269.00                                   | 122,005   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
|                    |                      |   |  |  |   |
| 1                  | 1.12                 | GATE Support  |  | \$0.00   | 0   |
| 1                  | 1.13                 | Student Monitoring  | Yes  | \$21,854.00                                    | 22,914  |
| 1                  | 1.14                 | Virtual Academy   | No   | \$0.00   | 0   |
| 1                  | 1.15                 | Classroom Ed Tech   | No   | \$531,327.00                                   | 128,900   |
| 1                  | 1.16                 | MTSS  | Yes  | \$228,245.00                                   | 71,105  |
| 2                  | 2.1                  | Unduplicated Pupils in AP/Honors  | Yes  | \$0.00   | 0   |
| 2                  | 2.2                  | Career Readiness  | No   | \$1,323,913.00                                 | 1,726,968   |
| 2                  | 2.3                  | AVID  | Yes  | \$344,331.00                                   | 311,930   |
| 2                  | 2.4                  | Freshmen Pathways Curriculum  | No   | \$0.00   | 0   |
| 2                  | 2.5                  | Learning Plans for College and Career Readiness                               | Yes  | \$18,442.00                                    | 18,823  |
| 2                  | 2.6                  | Monitor Secondary Student Progress  | No   | \$0.00   | 0   |
| 2                  | 2.7                  | Math Intervention FTE - RCHS  | Yes  | \$158,367.00                                   | 197,623   |
| 2                  | 2.8                  | TMS Investigative Learning (200 Minutes of PE Discontinued as an Action Item) | Yes  | \$132,201.00                                   | 17,128  |
| 2                  | 2.9                  | RCHS & TMS Counseling FTE   | Yes  | \$382,153.00                                   | 424,890   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                 | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
|                    |                      |  |  |  |   |
| 2                  | 2.10                 | Outdoor Education                          | Yes  | \$38,195.00                                    | 37,432  |
| 2                  | 2.11                 | AP Training                                | No   | \$11,338.00                                    | 16,599  |
| 2                  | 2.12                 | Summer School Credit Recovery              | Yes  | \$6,585.00                                     | 5,598   |
| 2                  | 2.13                 | Afterschool Intervention at Middle Schools | Yes  | \$7,320.00                                     | 8,910   |
| 2                  | 2.14                 | El Camino Staffing                         | Yes  | \$278,058.00                                   | 289,312   |
| 2                  | 2.15                 | Phoenix Staffing                           | Yes  | \$358,018.00                                   | 366,858   |
| 3                  | 3.1                  | Maintenance Staffing FTE                   | No   | \$5,558,103.00                                 | 6,037,882   |
| 3                  | 3.2                  | Office Staffing FTE                        | No   | \$2,028,284.00                                 | 2,055,543   |
| 3                  | 3.3                  | K-3 Class Size Reduction                   | Yes  | \$1,356,610.00                                 | 1,230,512   |
| 3                  | 3.4                  | Combo Class Reduction                      | Yes  | \$95,000.00                                    | 95,123  |
| 3                  | 3.5                  | Elementary APs                             | Yes  | \$256,323.00                                   | 354,296   |
| 3                  | 3.6                  | Elementary Counselors                      | Yes  | \$254,200.00                                   | 257,434   |
| 3                  | 3.7                  | Mental Health Sevices - ERMHS              | No   | \$354,760.00                                   | 377,992   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 3                  | 3.8                  | Psychologist                                 | Yes  | \$334,930.00                                   | 337,993   |
| 3                  | 3.9                  | Restorative Practices                        | Yes  | \$250.00                                       | 0   |
| 3                  | 3.10                 | PBIS   | Yes  | \$101,320.00                                   | 101,621   |
| 3                  | 3.11                 | Special Education Class for Behavior Support | No   | \$0.00   | 0   |
| 3                  | 3.12                 | Meals  | Yes  | \$0.00   | 0   |
| 3                  | 3.13                 | Attendance                                   | Yes  | \$47,500.00                                    | 47,500  |
| 3                  | 3.14                 | Nursing Support                              | No   | \$705,193.00                                   | 733,550   |
| 3                  | 3.15                 | Culturally Responsive Schools                | No   | \$0.00   | \$75,000.00                                       |
| 3                  | 3.16                 | Support for SPED Students                    | No   | \$3,269,686.00                                 | 5,526,227   |
| 4                  | 4.1                  | Media Center Public Access                   | Yes  | \$0.00   | 0   |
| 4                  | 4.2                  | Parent Electronic Access to Student Data     | No   | \$0.00   | 0   |
| 4                  | 4.3                  | Parent Involvement                           | Yes  | \$0.00   | 0   |
| 4                  | 4.4                  | Priority to Hire Bilingual Staff             | Yes  | \$0.00   | 0   |
| 4                  | 4.5                  | Translation Services                         | Yes  | \$191,243.00                                   | 187,489   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                            | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
|                    |                      |   |  |  |   |
| 4                  | 4.6                  | Team Success & SOS / Suspension & Expulsion Diversion | Yes  | \$140,562.00                                   | 151,988   |
| 4                  | 4.7                  | Community Liaisons                                    | Yes  | \$186,433.00                                   | 113,608   |
| 4                  | 4.8                  | SPED Committee  | No   | \$0.00   | 0   |
| 4                  | 4.9                  | TPA Bussing   | Yes  | \$743,805.00                                   | 743,805   |
| 4                  | 4.10                 | Parent & Family Communication                         | No   | \$0.00   | 0   |
| 5                  | 5.1                  | RFEP Support FTE                                      | Yes  | \$86,523.00                                    | 82,594  |
| 5                  | 5.2                  | PLCs  | Yes  | \$0.00   | 0   |
| 5                  | 5.3                  | ELL Interventions                                     | Yes  | \$6,673.00                                     | 6,673   |
| 5                  | 5.4                  | ELL Advisory Committee                                | Yes  | \$0.00   | 0   |
| 5                  | 5.5                  | ELL Support Staffing                                  | Yes  | \$748,702.00                                   | 403,569   |
| 5                  | 5.6                  | STEM Participation and Transportation                 | Yes  | \$4,000.00                                     | 0   |
| 5                  | 5.7                  | Language Intervention Sections                        | Yes  | \$305,876.00                                   | 531,517   |
| 5                  | 5.8                  | Provide PD specific to supporting ELLs                | Yes  | \$7,400.00                                     | 13,245  |



# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 6,083,573  | \$6,252,359.00  | \$6,577,738.00  | (\$325,379.00)   | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1                  | 1.4                  | ELA Supports  | Yes   | \$20,000.00  | 77967   |   |   |
| 1                  | 1.6                  | Math Supports   | Yes   | \$7,320.00   | 35231   |   |   |
| 1                  | 1.10                 | Online Core Curriculum  | Yes   | \$50,000.00  | 33,050  |   |   |
| 1                  | 1.13                 | Student Monitoring  | Yes   | \$21,854.00  | 22,914  |   |   |
| 1                  | 1.16                 | MTSS  | Yes   | \$0.00   | 71,105  |   |   |
| 2                  | 2.1                  | Unduplicated Pupils in AP/Honors  | Yes   | \$0.00   | 0   |   |   |
| 2                  | 2.3                  | AVID  | Yes   | \$324,331.00   | 311,930   |   |   |
| 2                  | 2.5                  | Learning Plans for College and Career Readiness                               | Yes   | \$18,442.00  | 18,823  |   |   |
| 2                  | 2.7                  | Math Intervention FTE - RCHS  | Yes   | \$158,367.00   | 197,623   |   |   |
| 2                  | 2.8                  | TMS Investigative Learning (200 Minutes of PE Discontinued as an Action Item) | Yes   | \$132,201.00   | 17,128  |   |   |
| 2                  | 2.9                  | RCHS & TMS Counseling FTE   | Yes   | \$382,153.00   | 424,890   |   |   |
| 2                  | 2.10                 | Outdoor Education   | Yes   | \$2,195.00   | 37,432  |   |   |



| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                            | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2                  | 2.12                 | Summer School Credit Recovery                         | Yes   | \$6,585.00   | 5,598   |   |   |
| 2                  | 2.13                 | Afterschool Intervention at Middle Schools            | Yes   | \$7,320.00   | 8,910   |   |   |
| 2                  | 2.14                 | El Camino Staffing                                    | Yes   | \$278,058.00   | 289,312   |   |   |
| 2                  | 2.15                 | Phoenix Staffing                                      | Yes   | \$358,018.00   | 366,858   |   |   |
| 3                  | 3.3                  | K-3 Class Size Reduction                              | Yes   | \$1,356,610.00   | 1,230,512   |   |   |
| 3                  | 3.4                  | Combo Class Reduction                                 | Yes   | \$95,000.00  | 95,123  |   |   |
| 3                  | 3.5                  | Elementary APs  | Yes   | \$256,323.00   | 354,296   |   |   |
| 3                  | 3.6                  | Elementary Counselors                                 | Yes   | \$254,200.00   | 257,434   |   |   |
| 3                  | 3.8                  | Psychologist  | Yes   | \$334,930.00   | 337,993   |   |   |
| 3                  | 3.9                  | Restorative Practices                                 | Yes   | \$250.00   | 0   |   |   |
| 3                  | 3.10                 | PBIS  | Yes   | \$101,320.00   | 101,621   |   |   |
| 3                  | 3.12                 | Meals   | Yes   | \$0.00   | 0   |   |   |
| 3                  | 3.13                 | Attendance  | Yes   | \$47,500.00  | 47,500  |   |   |
| 4                  | 4.1                  | Media Center Public Access                            | Yes   | \$0.00   | 0   |   |   |
| 4                  | 4.3                  | Parent Involvement                                    | Yes   | \$0.00   | 0   |   |   |
| 4                  | 4.4                  | Priority to Hire Bilingual Staff                      | Yes   | \$0.00   | 0   |   |   |
| 4                  | 4.5                  | Translation Services                                  | Yes   | \$191,243.00   | 187,489   |   |   |
| 4                  | 4.6                  | Team Success & SOS / Suspension & Expulsion Diversion | Yes   | \$80,000.00  | 151,988   |   |   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title             | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 4                  | 4.7                  | Community Liaisons                     | Yes   | \$30,541.00  | 113,608   |   |   |
| 4                  | 4.9                  | TPA Bussing                            | Yes   | \$743,805.00   | 743,805   |   |   |
| 5                  | 5.1                  | RFEP Support FTE                       | Yes   | \$86,523.00  | 82,594  |   |   |
| 5                  | 5.2                  | PLCs                                   | Yes   | \$0.00   | 0   |   |   |
| 5                  | 5.3                  | ELL Interventions                      | Yes   | \$6,673.00   | 6,673   |   |   |
| 5                  | 5.4                  | ELL Advisory Committee                 | Yes   | \$0.00   | 0   |   |   |
| 5                  | 5.5                  | ELL Support Staffing                   | Yes   | \$592,421.00   | 403,569   |   |   |
| 5                  | 5.6                  | STEM Participation and Transportation  | Yes   | \$0.00   | 0   |   |   |
| 5                  | 5.7                  | Language Intervention Sections         | Yes   | \$305,876.00   | 531,517   |   |   |
| 5                  | 5.8                  | Provide PD specific to supporting ELLs | Yes   | \$2,300.00   | 13,245  |   |   |

## 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 64,463,286  | 6,083,573   | 0  | 9.437%  | \$6,577,738.00   | 0.000%  | 10.204%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto: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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).

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