LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corcoran Joint Unified School District

CDS Code: 16638910000000

School Year: 2024-25
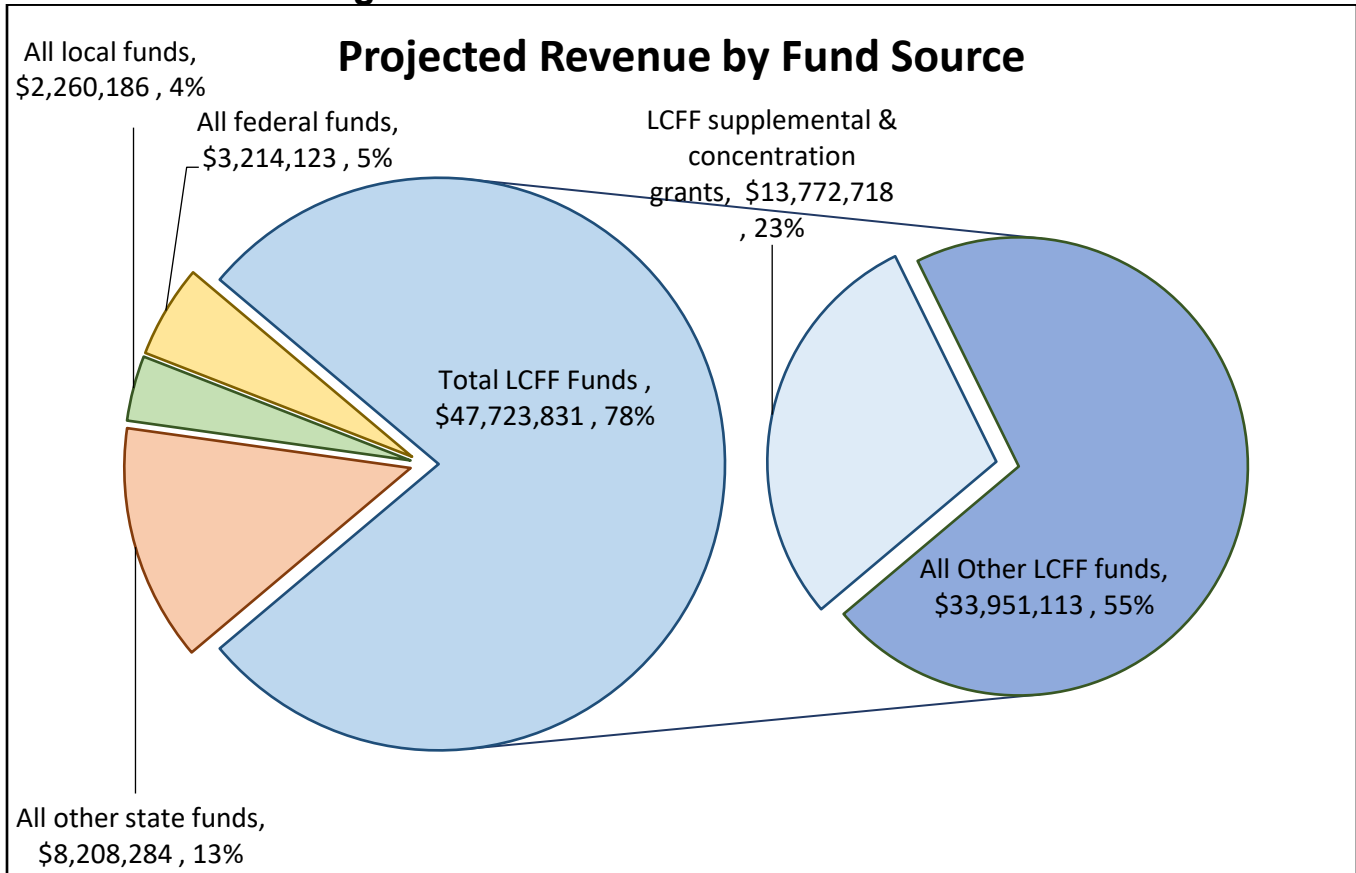
LEA contact information:

Andre Pecina

Superintendent

apecina@corcoranunified.com

(559) 992-8888 ext. 1224

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $2,260,186 , 4%

All federal funds, $3,214,123 , 5%

LCFF supplemental & concentration grants, $13,772,718 , 23%

Total LCFF Funds , $47,723,831 , 78%

All Other LCFF funds, $33,951,113 , 55%
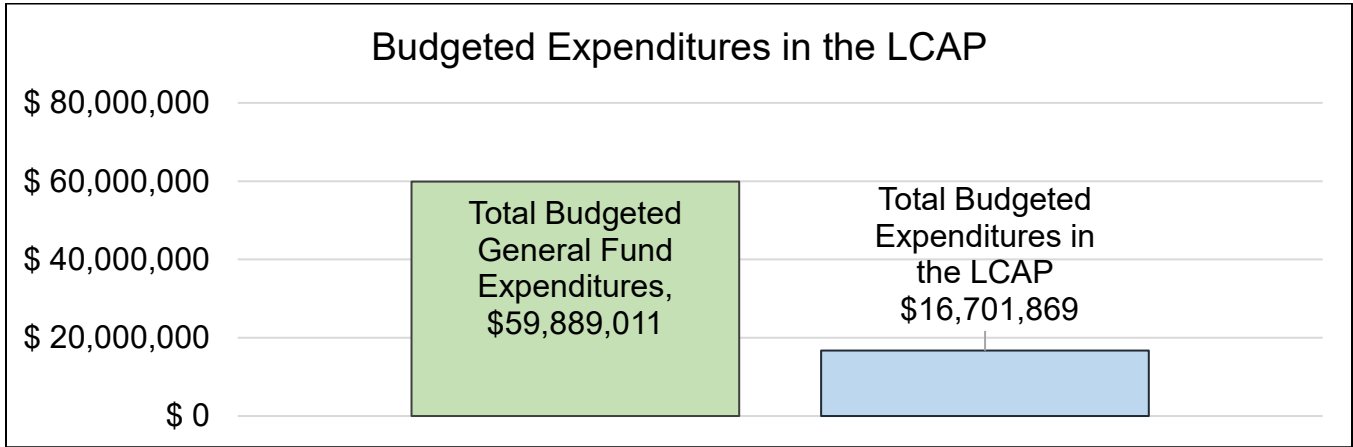
All other state funds, $8,208,284 , 13%

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

The text description for the above chart is as follows: The total revenue projected for Corcoran Joint Unified School District is $61,406,424, of which $47,723,831.00 is Local Control Funding Formula (LCFF), $8,208,284.00 is other state funds, $2,260,186.00 is local funds, and $3,214,123.00 is federal funds. Of the $47,723,831.00 in LCFF Funds, $13,772,718.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 80,000,000	
$ 60,000,000	
$ 40,000,000	Total Budgeted General Fund Expenditures, $59,889,011
$ 20,000,000	Total Budgeted Expenditures in the LCAP $16,701,869
$ 0	

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

The text description of the above chart is as follows: Corcoran Joint Unified School District plans to spend $59,889,011.00 for the 2024-25 school year. Of that amount, $16,701,869.00 is tied to actions/services in the LCAP and $43,187,142 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These expenditures are essential for the day-to-day operations and maintenance of the district but fall outside the scope of the LCAP. They include:

Utility Payments: Costs associated with electricity, water, gas, and other utilities necessary to keep school facilities operational.

Custodial Supplies: Expenses for cleaning products, equipment, and other supplies required for maintaining a clean and safe school environment.

Consumables: General supplies such as paper, pencils, and other everyday items used by students and staff.

Copier Payments: Costs for leasing or purchasing photocopiers and maintaining them, including toner and service agreements.

Collective Bargaining Settlements: Financial obligations resulting from negotiations with employee unions, including salary increases, benefits, and other compensation-related expenses.
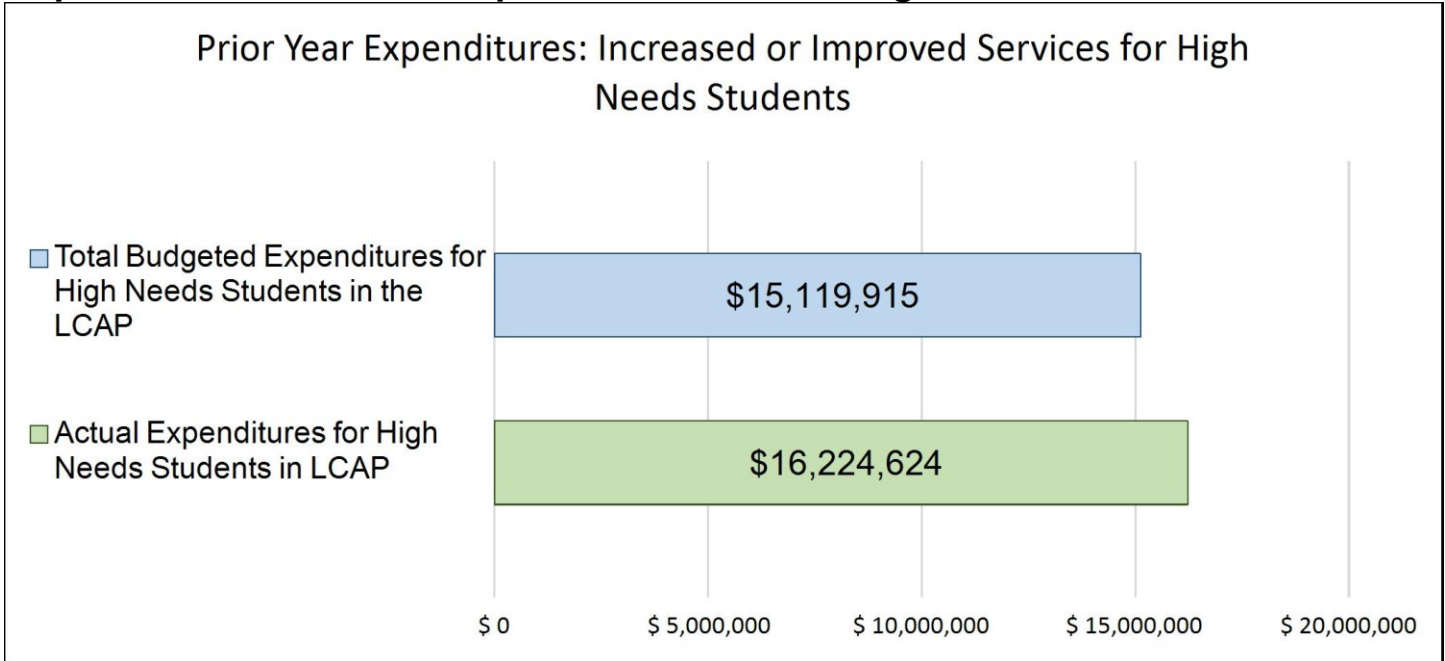
These expenditures, while critical to the district's functionality, are not covered in the LCAP as they do not directly align with the specific goals and priorities outlined in the plan.

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

In 2024-25, Corcoran Joint Unified School District is projecting it will receive $13,772,718.00 based on the enrollment of foster youth, English learner, and low-income students. Corcoran Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corcoran Joint Unified School District plans to spend $16,505,547.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP: $15,119,915

□ Actual Expenditures for High Needs Students in LCAP: $16,224,624

Axis values: $0, $5,000,000, $10,000,000, $15,000,000, $20,000,000

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

The text description of the above chart is as follows: In 2023-24, Corcoran Joint Unified School District's LCAP budgeted $15,119,915.00 for planned actions to increase or improve services for high needs students. Corcoran Joint Unified School District actually spent $16,224,624.00 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
Corcoran Joint Unified School District	Andre Pecina Superintendent	andrepecina@corcoranunified.com (559) 992-8888 ext. 1224

Goals and Actions

Goal

Goal #	Description
1	Students will receive a broad course of study and a rigorous academic educational program that builds towards college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 2: Implementation of SBE adopted content and performance standards	Met is indicated by a Rubric Score of "4-Full Implementation" in each area: 1. PD for Teaching to Standards 4-Full Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 4-Full Implementation 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation	Met is indicated by a Rubric Score of "4-Full Implementation" in each area: 1. PD for Teaching to Standards 3-Initial Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 3-Initial Implementation 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation	Met is indicated by a Rubric Score of "4-Full Implementation" in each area: 1. PD for Teaching to Standards 3-Initial Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 3-Initial Implementation 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation	Met is indicated by a Rubric Score of "4-Full Implementation" in each area: 1. PD for Teaching to Standards 3-Initial Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 3-Initial Implementation 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation	Maintain a Rubric Score of at least a "4-Full Implementation" in each area: 1. PD for Teaching to Standards 4-Full Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 4-Full Implementation 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Local Indicator Tool Priority 2: Implementation of State Standards Self Reflection Tool	Local Indicator Tool Priority 2: Implementation of State Standards Self Reflection Tool	Local Indicator Tool Priority 2: Implementation of State Standards Self Reflection Tool	Local Indicator Tool Priority 2: Implementation of State Standards Self Reflection Tool	Local Indicator Tool Priority 2: Implementation of State Standards Self Reflection Tool
Metrics State Priority 2: Programs/Services enable ELs to access CA and ELD Standards	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2020-21 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2021-22 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2022-23 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)
Metrics State Priority 4: Statewide Assessments (ELA Academic Indicator) All students Subgroups	CAASPP-ELA Overall: All Students Performance Level: Yellow English Learners: EL Students Performance Level: Yellow Socio-Economically Disadvantaged: SED Performance Level: Yellow Hispanic: Hispanic Students Performance Level: Yellow	CAASPP-ELA 2020 **Dashboard information was not available in 20-21. Only status using Dataquest reports were available. Data to indicate status and change were not available. Dashboard Performance Levels will be used once the Dashboard is operational once more.** Overall: All Students	CAASPP-ELA Overall: All Students Performance Level: Low English Learners: EL Students Performance Level: Very Low (DA) Socio-Economically Disadvantaged: SED Performance Level: Low Hispanic: Hispanic Students Performance Level: Low	CAASPP-ELA Overall: All Students Performance Level: Orange English Learners: EL Students Performance Level: Red Socio-Economically Disadvantaged: SED Performance Level: Orange Hispanic: Hispanic Students Performance Level: Orange	CAASPP-ELA: Overall: All Students Performance Level: "Green" or "Blue" on the California School Dashboard English Learners: EL Students Performance Level: "Green" or "Blue" on the California School Dashboard Socio-Economically Disadvantaged: SED Performance Level:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: White Students Performance Level: Yellow

African American: African American Performance Level: Orange

Students with Disabilities: SWD Performance Level: Orange

Dashboard (Fall 2019) | Achievement Level: 30.20% Met or Exceeded

English Learners: EL Students Achievement Level: 2.74% Met or Exceeded

Socio-Economically Disadvantaged: SED Achievement Level: 29.12% Met or Exceeded

Hispanic: Hispanic Students Achievement Level: 29.85% Met or Exceeded

White: White Students Achievement Level: 41.03% Met or Exceeded

African American: African American Achievement Level: 16.67% Met or Exceeded

Students with Disabilities: SWD | White: White Students Performance Level: Low (DA)

African American: African American Performance Level: Very Low (DA)

Students with Disabilities: SWD Performance Level: Very Low (DA)

Foster Youth: Performance Level: Very Low (DA)

Homeless: Performance Level: Very Low (DA)

Dashboard (Fall 2022)

(DA)- Differentiated Assistance Eligible Student Groups | White: White Students Performance Level: Orange

African American: African American Performance Level: Red

Students with Disabilities: SWD Performance Level: Orange

Foster Youth: Performance Level: No Performance Color

Homeless: Performance Level: Orange (DA)

Dashboard (Fall 2023)

(DA)- Differentiated Assistance Eligible Student Groups | "Green" or "Blue" on the California School Dashboard

Hispanic: Hispanic Students Performance Level: "Green" or "Blue" on the California School Dashboard

White: White Students Performance Level: "Green" or "Blue" on the California School Dashboard

African American: African American Performance Level: "Green" or "Blue" on the California School Dashboard

Students with Disabilities: SWD Performance Level: "Green" or "Blue" on the California School Dashboard |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Achievement Level: 6.9% Met or Exceeded			
Metrics State Priority 4: Statewide Assessments (Math Academic Indicator) All students Subgroups	CAASPP-Math Overall: All Students Performance Level: Yellow English Learners: EL Students Performance Level: Yellow Socio-Economically Disadvantaged: SED Performance Level: Yellow Hispanic: Hispanic Students Performance Level: Yellow White: White Students Performance Level: Yellow African American: African American Performance Level: Orange Students with Disabilities: SWD	CAASPP-Math 2020 **Dashboard information was not available in 20-21. Only status using Dataquest reports were available. Data to indicate status and change were not available. Dashboard Performance Levels will be used once the Dashboard is operational once more.** Overall: All Students Achievement Level: 12.15% Met or Exceeded English Learners: EL Students Achievement Level: 2.16% Met or Exceeded Socio-Economically Disadvantaged: SED Achievement Level:	CAASPP-Math Overall: All Students Performance Level: Very Low English Learners: EL Students Performance Level: Very Low (DA) Socio-Economically Disadvantaged: SED Performance Level: Very Low Hispanic: Hispanic Students Performance Level: Very Low White: White Students Performance Level: Low (DA) African American: African American Performance Level: Very Low (DA) Students with Disabilities: SWD	CAASPP-Math Overall: All Students Performance Level: Yellow English Learners: EL Students Performance Level: Orange Socio-Economically Disadvantaged: SED Performance Level: Yellow Hispanic: Hispanic Students Performance Level: Yellow White: White Students Performance Level: Yellow African American: African American Performance Level: Orange Students with Disabilities: SWD	CAASPP-Math: Overall: All Students Performance Level: "Green" or "Blue" on the California School Dashboard English Learners: EL Students Performance Level: "Green" or "Blue" on the California School Dashboard Socio-Economically Disadvantaged: SED Performance Level: "Green" or "Blue" on the California School Dashboard Hispanic: Hispanic Students Performance Level: "Green" or "Blue" on the California School Dashboard White: White Students Performance Level:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Performance Level: Orange Dashboard (Fall 2019)	11.62% Met or Exceeded Hispanic: Hispanic Students Achievement Level: 11.84% Met or Exceeded White: White Students Achievement Level: 16.89% Met or Exceeded African American: African American Achievement Level: 10.81% Met or Exceeded Students with Disabilities: SWD Achievement Level: 6.76% Met or Exceeded	Performance Level: Very Low (DA) Foster Youth: Performance Level: Very Low (DA) Homeless: Performance Level: Very Low (DA) Dashboard (Fall 2022) (DA)- Differentiated Assistance Eligible Student Groups	Performance Level: Yellow Foster Youth: Performance Level: No Performance Color Homeless: Performance Level: Red (DA) Dashboard (Fall 2023) (DA)- Differentiated Assistance Eligible Student Groups	"Green" or "Blue" on the California School Dashboard African American: African American Performance Level: "Green" or "Blue" on the California School Dashboard Students with Disabilities: SWD Performance Level: "Green" or "Blue" on the California School Dashboard
Metrics State Priority 4: EL's making Progress towards English proficiency-ELPAC English Learner Progress Indicator	EL's making Progress towards English proficiency ELPAC 51% made growth Dashboard (Fall 2019)	EL's making Progress towards English proficiency ELPAC Summative Scores-Status Level 4: 7.99% Proficient	EL's making Progress towards English proficiency ELPAC 47.3% made growth Dashboard (Fall 2022)	EL's making Progress towards English proficiency ELPAC 46.5% made growth Dashboard (Fall 2023)	EL's making Progress towards English proficiency ELPAC 55% made growth Dashboard (Fall 2022)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 3: 30.74% Moderately Developed Level 2: 42.01% Somewhat Developed Level 1: 19.26% Minimally	ELPAC Summative Scores-Status Level 4: 15.57% Proficient Level 3: 35.23% Moderately Developed Level 2: 30.73% Somewhat Developed Level 1: 18.47% Minimally Educational Testing Service-ELPAC Reporting	ELPAC Summative Scores-Status Level 4: 13.10% Proficient Level 3: 33.13% Moderately Developed Level 2: 34.67% Somewhat Developed Level 1: 19.11% Minimally Educational Testing Service-ELPAC Reporting	ELPAC Summative Scores-Status Level 4: 16% Proficient Level 3: 36% Moderately Developed Level 2: 30% Somewhat Developed Level 1: 18% Minimally Educational Testing Service-ELPAC Reporting
Metrics State Priority 4: EL Reclassification Rate	EL Reclassification data: 9.3% Dataquest (2020-21)	EL Reclassification data: 5.5 % Dataquest (2020-21)	EL Reclassification data: 7% Dataquest (2021-22)	EL Reclassification data: 14.9% CALPADS Reports (EOY 2.16 and Fall 1.1) Dataquest (Unavailable)	EL Reclassification data: 11%
Metrics State Priority 4: AP Exam pass rate Percent of pupils that pass AP exams with a score of 3 or higher	0%* Dataquest (2019-20) To protect privacy, asterisks (*) appear in place of test data	AP Exam Pass Rate: 0.7% Dashboard (2021-22)	AP Exam Pass Rate: 0.0% Dashboard (2022-23)	AP Exam Pass Rate: 0%* To protect privacy, asterisks (*) appear in place of test data when the number of	AP Exam pass rate : 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Corcoran High School)	when the number of test takers is less than 15 students. CUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.			test takers is less than 15 students. CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	
Metrics State Priority 4: EAP Exam: Corcoran High School CAASPP	EAP: 51.98% Reported 3 or higher for the 11th grade CAASPP CAASPP (2018-19)	EAP: 65.82% Reported 3 or higher for the 11th grade CAASPP CAASPP (2020-21)	EAP: 58.41% Reported 3 or higher for the 11th grade CAASPP CAASPP (2021-22)	EAP: 57.35% Reported 3 or higher for the 11th grade CAASPP CAASPP (2022-23)	EAP: 55% Reported 3 or higher for the 11th grade CAASPP
Metrics State Priority 4: A-G completion: Corcoran High School CCI Indicator	Students who completed A-G requirements: 58.4% Dashboard (2020-21)	Students who completed A-G requirements: 41.1% Dashboard (2021-22)	Students who completed A-G requirements: 14.5% Dashboard (2022-23)	Students who completed A-G requirements: 29.8% California Dashboard (Fall 2023)	Students who completed A-G requirements: 65%
Metrics State Priority 4: CTE Programs: Corcoran High School CCI Indicator	Percent of pupils who completed CTE Pathway: 23.8% Dashboard (2020-21)	Percent of pupils who completed CTE Pathway: 36.1% Dashboard (2021-22)	Percent of pupils who completed CTE Pathway: 52.3% Dashboard (2022-23)	Percent of pupils who completed CTE Pathway: 64.4% California Dashboard (Fall 2023)	Percent of pupils who completed CTE Pathway: 72%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 4: Students who complete both A-G requirements and CTE Pathways CCI Indicators	Metrics State Priority 4: 41.1% Dashboard (2020-21)	Metrics State Priority 4: 20% Dashboard (2021-22)	Metrics State Priority 4: 9.5% Dashboard (2022-23)	Metrics State Priority 4: 26.4% California Dashboard (Fall 2023)	Students who complete both A-G requirements and CTE Pathways: 60%
Metrics State Priority 7: A. Students have access to a broad course of study B. Programs and Services provided to unduplicated pupils C. Programs and Services provided to individuals with exceptional needs	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education	designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education	designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education	designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education	designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AERIES (2020-21)	AERIES (2021-22)	AERIES (2022-23)	AERIES (2023-24)	
Metrics State Priority 8: Local Benchmark Inspect Assessment-ELA A. All Students B. EL Students	Met or Exceeds Standards on Local Benchmark Assessment-ELA K-1 All: 42% K-1 EL: 30% 2-3 All: 12% 2-3 EL: 6% 4-5 All: 27% 4-5 EL: 13% 6-8 All: 22% 6-8 EL: 7% 9-12 All: 38% 9-12 EL: 17% School City (2020-21)	Met or Exceeds Standards on Local Benchmark Assessment-ELA K-1 All: 48% K-1 EL: 39% 2-3 All: 9% 2-3 EL: 2% 4-5 All: 32% 4-5 EL:12% 6-8 All: 24% 6-8 EL: 9% 9-12 All: 34% 9-12 EL: 17% School City (2021-22)	Met or Exceeds Standards on Local Benchmark Assessment-ELA K-1 All: 45% K-1 EL: 34% 2-3 All: 13% 2-3 EL: 7% 4-5 All: 38% 4-5 EL:27% 6-8 All: 23% 6-8 EL:9% 9-12 All: 32% 9-12 EL: 11% School City (2022-23)	Met or Exceeds Standards on Local Benchmark Assessment-ELA K-1 All: 66% K-1 EL: 38% 2-3 All: 11% 2-3 EL: 5% 4-5 All: 21% 4-5 EL: 6% 6-8 All: 41% 6-8 EL: 13% 9-12 All: 47% 9-12 EL: 13% School City (2023-24)	A. Increase the percentage of CUSD students meeting or exceeding standards by 10% B. Increase the percentage of CUSD EL students meeting or exceeding standards by 10% School City (2023-24)
Metrics State Priority 8: Local Benchmark Inspect Assessment-Math A. All Students B. EL Students	Met or Exceeds Standards on Local Benchmark Assessment-Math K-1 All: 43% K-1 EL: 37% 2-3 All: 16% 2-3 EL: 9%	Met or Exceeds Standards on Local Benchmark Assessment-Math K-1 All: 60% K-1 EL: 47% 2-3 All: 16% 2-3 EL: 9%	Met or Exceeds Standards on Local Benchmark Assessment-Math K-1 All: 58% K-1 EL: 54% 2-3 All: 19% 2-3 EL:13%	Met or Exceeds Standards on Local Benchmark Assessment-Math K-1 All: 65% K-1 EL: 61% 2-3 All: 22% 2-3 EL: 16%	A. Increase the percentage of CUSD students meeting or exceeding standards by 10% B. Increase the percentage of CUSD EL students meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4-5 All: 16% 4-5 EL: 0% 6-8 All: 35% 6-8 EL: 16% 9-12 All: 16% 9-12 EL: 4% School City (2020-21)	4-5 All: 21% 4-5 EL: 6% 6-8 All: 26% 6-8 EL: 15% 9-12 All: 4% 9-12 EL: 0% School City (2021-22)	4-5 All: 21% 4-5 EL: 13% 6-8 All: 26% 6-8 EL: 7% 9-12 All: 2% 9-12 EL: 2% School City (2022-23)	4-5 All: 18% 4-5 EL: 5% 6-8 All: 27% 6-8 EL: 13% 9-12 All: 21% 9-12 EL: 22% School City (2023-24)	or exceeding standards by 10% School City (2023-24)

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.

Corcoran Joint Unified School District was able to successfully implement the actions and services planned. The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. Despite this, students made progress toward achieving grade-level standards and received a broad and rigorously academic educational program that builds towards college and career readiness.

Successes:
- Resource Teachers assisted in providing professional development to staff which focused on the specific skills teachers needed to implement and deliver standards-based lessons for all students along with additional contracted academic learning support services for site training.
- Intervention Teachers provided extra support to students who were experiencing difficulties in English Language Arts or Mathematics.
- The ELL District coach was able to provide support to teachers and Academic Coaches at each site in order to support English learners both for integrated and designated English Language Development (ELD).
- Progress was made towards increasing the percent of pupils who completed CTE Pathways.
- Maintaining K-3 class sizes at a ratio of 1:24 or below.
- All services provided students with access to the core curriculum and grade level proficiency standards that prepared them for grade-level academic requirements that transfer into core classes.

Challenges in implementation:
* Progress monitoring of interventions and their data at regular intervals continues to be a challenge.

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

In reviewing the financials for the 2023-2024 Local Control and Accountability Plan (LCAP) of Corcoran Joint Unified School District, it has been determined that the actual expenditures did not meet the 10% material difference threshold. This conclusion is based on a thorough analysis of the budgeted amounts versus the actual expenditures.

The primary reason for the variance between the budgeted and actual expenditures is attributed to the outcomes of collective bargaining negotiations. These negotiations, which were essential for reaching agreements with employee groups, led to adjustments in salary schedules, benefits, and other related expenditures. Such adjustments were not fully anticipated at the time the original budget was developed.

As a result, while there is a difference between the initially budgeted amounts and the actual expenditures, this difference does not constitute a material variance of 10% or more. The district has managed its finances in alignment with the agreements made during collective bargaining, ensuring that the overall financial impact remains within an acceptable range and does not trigger the material difference threshold as defined in the LCAP guidelines.

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

LCAP GOAL 1

Actions: 1.1, 1.2, 1.4, 1.5, 1.7

Metrics:
- Mathematics CAASPP Assessment: In the current year, the percentage of students who met or exceeded the math standards as measured by CAASPP increased by 2.08% from the previous year.
- English Language Arts CAASPP Assessment (ELA): In the current year, the percentage of students who met or exceeded the ELA standards as measured by CAASPP decreased 0.31% from the previous year.
- Local Benchmark Assessments-ELA: Compared to the 2022-23 overall rate, the percentage of students who met or exceeded the Language Arts standards measured by the Inspect ELA assessment was higher in grades K-1 All, K-1 EL, 6-8 All Students, 6-8 EL Students, 9-12 All Students, and 9-12 EL Students. Students who scored lower than the year prior were grades 2-3 All Students, 2-3 EL Students, 4-5 All Students, and 4-5 EL. The largest discrepancy in students who met or exceeded occurred in 4-5 EL Students with a decrease of 21%. This was followed by 4-5 All Students with a decrease of 17%. We are not yet meeting our 3-year desired

- outcome for disparity, and have not yet met desired outcome for the overall rate between the All Students Groups and the EL Students.
- Local Benchmark Assessments-Math: Compared to the 2022-23 overall rate, the percentage of students who met or exceeded the mathematics standards measured by the Inspect Mathematics assessment was higher in grades K-1 All, K-1 EL, 2-3 All Students, 2-3 EL, 6-8 All, 6-8 EL, 9-12 All, and 9-12 EL. Students who scored lower than the year prior were 4-5 All and 4-5 EL Students. The largest discrepancy in students who met or exceeded occurred in 4-5 EL with a decrease of 8%. We are not yet meeting our 3-year desired outcome for disparity, and have not yet met the desired outcome for the overall rate between the All Students Groups and the EL Students.
- Programs/Services enable ELs to Access CA and ELD Standards: Utilizing our Student Information System and tracking ELs access to courses and ELD services, we have 100% of students enrolled in courses aligned to the CA State Standards and 100% of ELs enrolled in ELD services. We are meeting our 3-year desired outcome.
- English Language Learner Reclassification: In 2022-23, the percentage of English learners reclassified to Fluent English Proficient was 14.9%. We are meeting our 3-year desired outcome.
- Standards Access: In 2023-24, the percentage of students who had access to a Broad Course of Study was 100%. We are meeting our 3-year desired outcome.

Actions 1.1 and 1.5 had some gains within the student groups. However, since they did not meet their metrics, they were ineffective and metrics will be revised.

Actions 1.2, 1.4, and 1.7 had growth in almost all their student groups. The actions are therefore considered to be effective.

LCAP GOAL 1

Actions: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7

Metrics:
- College and Career Indicator (CCI Rate): 48.5% Prepared.
- A-G Completion: Compared to the 2022-23 overall rate, the percentage of graduating seniors who met the A-G college requirements increased by 15.3%. We have not yet met our 3-year desired outcome for the overall rate.
- CTE Completion: Compared to the 2022-23 overall rate, the percentage of graduating seniors who completed at least one CTE pathway increased by 12.1%. We have not yet met our 3-year desired outcome for the overall rate.
- A-G AND CTE Completion: Compared to the 2022-23 overall rate, the percentage of graduating seniors who met the A-G college requirements and completed at least one CTE pathway was higher for the graduating class of 2023. There was a 16.9% increase from the year prior. We have not yet met our 3-year desired outcome for the overall rate.
- College and Career Indicators (AP Pass Rate): Compared to the 2022-23 overall rate, the percentage of graduating seniors who received a passing score on one or more AP exams was similar to the prior year: 0%. We have not yet met our 3-year desired outcome for the overall rate and disparity.

- College and Career Indicators (Early Assessment Program): Compared to the 2022-23 overall rate, the percentage of grade 11 students who took the ELA Early Assessment Program and demonstrated preparedness for college and career (conditional or unconditional) was lower than the year prior by 1.06%. We are not yet meeting our 3-year desired outcome for the overall rate.

Actions 1.1 and 1.5 had some gains within the student groups. However, since they did not meet their metrics, they were ineffective and metrics will be revised.

Actions 1.2, 1.4, 1.6 and 1.7 had growth in almost all their student groups. The actions are therefore considered to be effective.

LCAP GOAL 1

Actions: 1.3, 1.4

Metrics:
- Broad Course of Study: In 2023-24, the percentage of students in grades 1-8 who received a broad course of study based on enrollment in ELA, math, science, social science, and PE is 100%. We have met our 3-year desired outcome.

Actions 1.3 and 1.4 had growth and metrics were met. The actions are therefore considered to be effective.

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

Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to material only and are not the result to changes in our programs.

Metrics:
CAASPP ELA and Math - Since the Fall Dashboard was reinstated, the Dashboard status and change (color) results were reflected in the Year 3 Outcome to report student progress. The metric now reflects the original baseline. In addition, Differentiated Assistance eligible student groups are still being reflected.

EL's Making Progress - Since the Fall Dashboard reinstated, the information for the ELPI now has a color. The designation was "Yellow" for the current year. The metric reported for CJUSD English learner students continues to reflect ELPAC Summative Scores-Status to show progress.

Changes for the new LCAP 2024-25:

* Goal was changed to all of the aspects needed to support student academic achievement. CJUSD felt combining these would best reflect the needs of the whole child.

* Priorities were changed from 2, 4, 7, 8 to Priorities 1, 2, 4, 5, 6, 7, 8.
* Actions 2.2 and 2.3 were acquired to Goal 1 from Goal 2. Actions were shifted and realigned. Action 1.3 is new and addresses LTELs.
* Metrics were shifted from Goal two into this new Goal 1 to fit the priorities. They include teacher credentialing, school facilities, attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and suspension rates.
* Desired outcomes for the goal were updated and revised in the new LCAP based on the baseline standard and where we would like to be in three years.

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

Goals and Actions

Goal

Goal #	Description
2	To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 1: A. Teacher Credentialing Status Percentage of teachers fully credentialed B. Teacher Assignment • Number of teachers misassigned	A. Fully Credentialed 2020-21: 100% B. Misassigned 2020-21: 1 School Accountability Report Card (SARC)	A. Fully Credentialed 2021-22: 100% B. Misassigned 2021-22: 0 School Accountability Report Card (SARC)	A. Fully Credentialed 2022-23: 90% B. Misassigned 2022-23: 0 School Accountability Report Card (SARC)	2021-22 SARC: Fully Credentialed 83.08% B. Number of Teachers Misassigned: 1.66%	A. Fully Credentialed 2023-24: 100% B. Misassigned 2023-24: 0
Metrics State Priority 1: Instructional Materials Sufficiency Percentage of students with access to board-adopted instructional materials	Pupil access sufficient instructional materials 2020-21: 100% School Accountability Report Card (SARC)	Pupil access sufficient instructional materials 2021-22: 100% School Accountability Report Card (SARC)	Pupil access sufficient instructional materials 2022-23: 100% School Accountability Report Card (SARC)	Pupil access sufficient instructional materials 2023-24: 100% School Accountability Report Card (SARC)	Pupil access sufficient instructional materials 2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 1: Facilities Condition Percent of schools where facilities will meet the 'good repair' standards on the Facilities Inspection Tool (FIT)	School Facilities in at least 'good repair': 2020-21: 100% School Accountability Report Card (SARC)	School Facilities in at least 'good repair': 2021-22: 100% School Accountability Report Card (SARC)	School Facilities in at least 'good repair': 2022-23: 100% School Accountability Report Card (SARC)	School Facilities in at least 'good repair': 2023-24: 100% School Accountability Report Card (SARC)	School Facilities in at least 'good repair': 2023-24: 100%
Metrics State Priority 5: Attendance Rates	Attendance Rates: 94.36% CALPADS (2019-20)	Attendance Rates: 88% CDE J-18/19 Report (2021-22)	Attendance Rates: 91.5% (2022-23)	Attendance Rates: 94% 2023-24	Attendance Rate: 96%
Metrics State Priority 5: Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days	Chronic Absenteeism Rates: 11.5% Chronically Absent CA Dashboard (Fall 2019)	Chronic Absenteeism Rates: 27.4% Chronically Absent Dataquest (2020-21) in lieu of CA Dashboard (Fall 2021)	Chronic Absenteeism Rates: All Students: 49.6% Chronically Absent Added due to DA 2023: SWD: 58.9% Homeless: 65.2% EL: 47.4% White:41.7% Foster: 43.3% African American: 59.6%	Chronic Absenteeism Rates: All Students: 29.8% Chronically Absent SWD: 39.4% Homeless: 57.8% EL: 26.3% White: 34.5% Foster: 40% African American: 33.9% California Dashboard (Fall 2023)	Chronic Absenteeism Rates: 10% Chronically Absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			CA Dashboard (Fall 2022)		
Metrics State Priority 5: Middle School Drop-out Rate Percentage of students who dropped out of prior to completing 8th grade last year	Middle School Dropout Rates: 0.4% Source: CALPADS Reporting (District Analysis)	Middle School Dropout Rates: 0.3% Source: CALPADS Reporting (District Analysis)	Middle School Dropout Rates: 0.0% Source: CALPADS Reporting (District Analysis)	Middle School Dropout Rates: 0.13% Source: CALPADS Reporting (District Analysis)	Middle School Dropout Rates: 0%
Metrics State Priority 5: High School Drop-out Rate Percentage of students in the 4-year adjusted cohort who drop out of high school	High School Dropout Rates: 3.9% Source: CDE Dataquest Reporting	High School Dropout Rates: 2.7% Source: CDE Dataquest Reporting	High School Dropout Rates: 7.8% Source: CDE Dataquest Reporting	High School Dropout Rates: 1.5% Source: CDE Dataquest Reporting	High School Dropout Rates: 2.5%
B. Metrics State Priority 5: E. Graduation Rate Percentage of students who received a High School	High School Graduation Rates: 93.5% CA Dashboard (Fall 2020)	High School Graduation Rates: 85% CA Dashboard (Fall 2021)	High School Graduation Rates: 88.6% CA Dashboard (Fall 2022)	High School Graduation Rates: 89.4% California Dashboard (Fall 2023)	High School Graduation Rates: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Diploma within 4 or 5 years of entering 9th grade					
Metrics State Priority 6: A. Suspension Rate Percentage of students suspended 1 or more times during the school year Source: California School Dashboard	Suspension Rates: District: 5.4% Suspended at least once CA Dashboard (Fall 2019)	Suspension Rates: District: 2.5% Suspended at least once Source: CDE Dataquest (2020-21)	Suspension Rates: District: 5.8% suspended at least one day Added due to DA 2022: SWD: 8.8% Homeless: 8% EL: 3.8% White: 8.2% Foster: 15.9% African American: 15.5% CA Dashboard (Fall 2022)	Suspension Rates: District: 6.9% Suspended at least once SWD: 11.5% EL: 4.7% White: 10.6% Foster: 9.7% African American: 12.9% Added due to DA 2023: Homeless: 23.4% California Dashboard (Fall 2023)	Suspension Rates: District: 5% Suspended at least once
Metrics State Priority 6: B. Expulsion Rate Percentage of students expelled at any time during the school year	Expulsion Rates: 2018-19: 0.39%- Regular/Full Year 2019-20: 0.09% Source: CDE Dataquest	Expulsion Rates: 0.17% Source: CDE Dataquest (2020-21)	Expulsion Rates: 0.2% Source: CDE Dataquest (2021-22)	Expulsion Rates: 0.20% Source: CDE Dataquest (2022-23)	Expulsion Rates: 2023-24: The District's expulsion rate will be below 0.39%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 6: C. School Climate Survey Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)	2019-20 CA Healthy Kids Survey School Connectedness- Elementary: 55%* 6-12: 45%* School is a Safe Place- Elementary: 50%* 6-12: 48%* Staff: 93%* 2020-21 Local Climate Survey (LCAP): School Connectedness- Elementary: 84%* 6-12: 79%* Safety- Elementary: 89.9%* Feel School is safe 6-12: 84.5%* Feel Safe at School Staff: 93.9%* Feel school is a safe place for students to learn	CA Healthy Kids Survey will be discontinued and no longer used. 2021-22 Local Climate Survey (LCAP): School Connectedness- Elementary: 77%* 6-12: 76%* Staff: 83%* Families: 95%* Safety- Elementary: 84%* Feel School is safe 6-12: 74%* Feel Safe at School Staff: 94%* Feel school is a safe place for students to learn Staff: 90%* School is a Safe Place for Staff for Work Family: 91%* School is a Safe Place for Students to Learn * % reflect the amount of respondents who	2022-23 Local Climate Survey (LCAP): School Connectedness- Elementary: 77%* 6-12: 76%* Staff: 82%* Families: 96%* Safety- Elementary: 68%* Feel School is safe 6-12: 67%* Feel Safe at School Staff: 88%* Feel school is a safe place for students to learn Staff: 86%* School is a Safe Place for Staff for Work Family: 90%* School is a Safe Place for Students to Learn * % reflect the amount of respondents who Strongly Agree/Agree with each area/statement	2023-24 Local Climate Survey (LCAP): School Connectedness- Elementary: 49%* 6-12: 24%* Staff: 80%* Families: 81%* Safety- Elementary: 45%* Feel School is safe 6-12: 40%* Feel Safe at School Staff: 88%* Feel school is a safe place for students to learn Staff: 89%* School is a Safe Place for Staff for Work Family: 70%* School is a Safe Place for Students to Learn * % reflect the amount of respondents who Strongly Agree/Agree with each area/statement	2023-24 CA Healthy Kids Survey Increase student responses by 10% in School Connectedness and "School is a Safe Place". Maintain positive staff responses above 90% in the area of "School is a Safe Place." 2023-24 Local Climate Survey: The percentage of students who agree or strongly agree with feeling connected to school on the LCAP Elementary Survey and LCAP 6-12 Survey will be 80% or more. The percentage of students who agree or strongly agree with the statement, "Feel School is safe" on the LCAP Elementary Survey and LCAP 6-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Staff: 88.2%* School is a Safe Place for Staff for Work Family: 89.3%* School is a Safe Place for Students to Learn * % reflect the amount of respondents who Strongly Agree/Agree with each area/statement	Strongly Agree/Agree with each area/statement			12 Survey will be 80% or more. The percentage of staff who agree or strongly agree with the statement, "Feel school is a safe place for students to learn" on the LCAP Staff Survey will be 80% or more. The percentage of staff who agree or strongly agree with the statement, "School is a Safe Place for Staff for Work" on the LCAP Staff Survey will be 80% or more. The percentage of family/parents who agree or strongly agree with the statement, "School is a Safe Place for Students to Learn" on the LCAP Family Survey will be 80% or more.

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.

In accordance with the Facility Master Plan, all schools meet state and federal standards for safety, cleanliness, and adequacy with facilities being in good repair and receiving regular maintenance. All sites are in compliance with the American Disabilities Act and are constantly monitored to ensure our facilities are accessible to all persons. All supervision of students through the use of yard supervisors, campus security personnel and crossing guards provided a safe environment for students and staff.

Successes:
- Safety personnel is being utilized on and around all school sites
- Facilities continue to be in good repair
- Work with Solution Tree to continue support at all school sites with their Tier 2 PBIS
- Posters and matrices for all school sites developed and posted

Challenges:
- Due to the continued expansion of support services, the coordination of these student support services has been a challenge
- Lack of facilities for the staff in these new support services positions
- Implementation of PBIS with fidelity at all school sites
- Consistency of discipline between school sites

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

In reviewing the financials for the 2023-2024 Local Control and Accountability Plan (LCAP) of Corcoran Joint Unified School District, it has been determined that the actual expenditures did not meet the 10% material difference threshold. This conclusion is based on a thorough analysis of the budgeted amounts versus the actual expenditures.

The primary reason for the variance between the budgeted and actual expenditures is attributed to the outcomes of collective bargaining negotiations. These negotiations, which were essential for reaching agreements with employee groups, led to adjustments in salary schedules, benefits, and other related expenditures. Such adjustments were not fully anticipated when the original budget was developed.

As a result, while there is a difference between the initially budgeted amounts and the actual expenditures, this difference does not constitute a material variance of 10% or more. The district has managed its finances in alignment with the agreements made during collective bargaining, ensuring that the overall financial impact remains within an acceptable range and does not trigger the material difference threshold as defined in the LCAP guidelines.

LCAP GOAL 2

Actions: 2.1, 2.2, 2.4

Metrics:
- School Facilities: In 2023-24, all schools met or exceeded a "good" rating on the Facilities Inspection Tool, and we are meeting our 3-year desired outcome.
- Credentialed Staffing: In 2021-22 (most recent information in SARC and DataQuest), the percentage of teachers properly credentialed and appropriately assigned was 83.08%. We have not yet met our 3-year desired outcome.

Metrics:
- Instructional Materials Sufficiency: In 2023-24, the percentage of students who had access to standards-aligned instructional materials was 100%. We are meeting our 3-year desired outcome.
- School Climate Survey: Compared to the 2022-23 data, the percent of students who responded with "agree" or "strongly agree" on the school connectedness portion of the LCAP Student Surveys declined for all groups surveyed: elementary, 6-12, staff, and parents. We are not meeting our 3-year desired outcome for students feeling connected to school.
- Safety: Compared to the 2022-23 data, the percent of students, parents, and staff who responded "agree" or "strongly agree" on the safety portion of the LCAP district climate surveys decreased for elementary students, 6-12 students, and parents. It decreased by 23% for elementary students, 27% for 6-12 students, and 20% for family/parents. We are not meeting our 3- year desired outcome for students, parents and staff feeling school is a safe place to learn/work.

Actions 2.1 and 2.4 did not meet their metrics. They are therefore considered to be ineffective and metrics will be revised.

Action 2.2 had growth and metrics were met. The action is therefore considered to be effective.

LCAP GOAL 2

Actions: 2.2, 2.3, 2.4

Metrics:
- Chronic Absenteeism: Compared to the 2022-23 overall rate, the percentage of students who were chronically absent in grades TK-8 decreased by 19.8%. We have not yet met our 3-year desired outcome for the overall rate.
- Attendance: Compared to the 2022-23 overall rate, the attendance rate for students in CJUSD increased by 2.5%. We have not yet met our 3-year desired outcome for the overall rate.
- Suspension Rate: Compared to the 2022-23 overall rate, the percentage of students who have one or more days of home/in-school suspension increased by 1.1%. We have not met our 3-year desired outcome for the overall rate.
- Expulsion Rate: In 2022-23, the overall percentage of students expelled from school was 0.2%. We are meeting our 3-year desired outcome.

- High School Dropout Rate: Compared to the 2022-23 overall rate, the percentage of high school students who dropped out (based on the 4-year cohort outcomes) decreased by 6.3% overall. We are meeting our 3-year desired outcome for high school dropout rate.
- Middle School Dropout Rate: In 2023-24, the overall percentage of middle school students (grades 6-8) who dropped out of school was 0.13%. We are not meeting our 3-year desired outcome.

Actions 2.3 and 2.4 did not meet their metrics. They are therefore considered to be ineffective and metrics will be revised.

Action 2.2 had growth and metrics were met. The action is therefore considered to be effective.

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

Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to material only and are not the result to changes in our programs.

Metrics
Due to Differentiated Assistance (DA), Corcoran Joint Unified School District continues its commitment to monitor the following student groups: Students with Disabilities, English Learners, Homeless, White, Foster, and African American. CJUSD continues its work with Kings County Office of Education to determine causal factors of Suspension and Chronic Absenteeism that have negatively affected our students. We will then engage in Plan-Do-Study-Act (PDSA) cycles to test small changes in an effort to reduce these disparities.

Changes for the new LCAP 2024-25:

* Goal was changed to support the environment and engagement (involvement) of pupils and families. CJUSD felt combining these would reflect the conditions of learning.
* Priorities were changed from 1, 5, 6 to 1, 3, 6.
* Actions 2.2 and 2.3 were moved to Goal 1 since they relate to the priorities identified in the new Goal 1.
* Metrics other than parental engagement, chronic absenteeism, suspension rate and school climate were shifted from this Goal into the new Goal 1 to fit the priorities of that goal.
* Desired outcomes for the goal were updated and revised in the new LCAP based on the baseline standard and where we would like to be in three years.

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

Goals and Actions

Goal

Goal #	Description
3	Support parents, families and community members' engagement with the education of their child/ren and the students in the Corcoran Joint Unified School District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 3: A. District seeks parent input in decision making at the district and each school site Number of parents/guardians/community members responding to school input surveys	Parents/Community Members who responded to the survey: 373 LCAP Parent/Community Survey (2020-21)	Parents/Community Members who responded to the survey: 670 LCAP Parent/Community Survey (2021-22)	Parents/Community Members who responded to the survey: 738 LCAP Parent/Community Survey (2022-23)	Parents/Community Members who responded to the survey: 411 LCAP Parent/Community Survey (2023-24)	Parents/Community Members who responded to the survey: 600
Metrics State Priority 3: B. District promotion of parental participation: Unduplicated pupils and	Percentage of parents/guardians of unduplicated pupils: 100% invited Source: ParentLink	Percentage of parents/guardians of unduplicated pupils: 100% invited Source: ParentLink	Percentage of parents/guardians of unduplicated pupils: 100% invited Source: ParentSquare	Percentage of parents/guardians of unduplicated pupils: 97.8% invited Source: ParentSquare	Percentage of parents/guardians of unduplicated pupils: 100% invited

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents invited to participate in meetings and/or activities					
Metrics State Priority 3: C. District promotion of parental participation: Individuals with exceptional needs Percentage of parents invited to participate in meetings and/or activities	Percentage of parents/guardians of individuals with exceptional needs: 100% invited Source: ParentLink	Percentage of parents/guardians of individuals with exceptional needs: 100% invited Source: ParentLink	Percentage of parents/guardians of individuals with exceptional needs: 100% invited Source: ParentSquare	Percentage of parents/guardians of individuals with exceptional needs: 100% invited Source: ParentSquare	Percentage of parents/guardians of individuals with exceptional needs: 100% invited

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.

Analysis: In accordance with the actions and services provided our goal was to support parents, families and community members in the engagement of the education of their child/ren and the students in the Corcoran Joint Unified School District. All services provided met our goals.

Successes in Implementation:
- ParentSquare software, the district and site online parent communication system, provided parents with current and updated information.
- Using Aeries Software, parents monitored their child's grades, assignments, and attendance at any time of the day or night.
- The District Liaison provided targeted assistance to parents of English learners during DELAC, ELAC, SSC, and many other district and site meetings. She contacted parents and helped translate at 100% of meetings held from August through January.

- The District Liaison provided targeted assistance to parents of English learners. She continually contacted parents and helped translate at meetings.

Challenges:
- Parent involvement continues to be a challenge. CJUSD will continue to look for different avenues to bring parents into the District and to the school sites to become a part of our learning community.
- The District Liaison provided targeted assistance to parents of English learners but was unavailable from February through June.
- Events, meetings, and activities are scheduled by different school sites at the same time. This prevents parents from attending or becoming involved if they have students at multiple sites.

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

There were no differences between Budgeted figures and Actual Expenditures.

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

LCAP GOAL 3

Actions: 3.1, 3.2

Metrics:
- Parent Input in decision making: Compared to the 2022-23 data, the number of parents who participated in the LCAP Family/Community Survey decreased from 738 to 411. We are not meeting our 3-year desired outcome for parents participating in the survey.
- District promotion of parental participation: Unduplicated pupils: Using ParentSquare to communicate with parents/families/guardians of unduplicated pupils, 100% were invited to all events using the software's features of phone calls, text, and email. We are meeting our 3-year desired outcome for promotion of parental participation of unduplicated pupils.
- District promotion of parental participation: Individuals with exceptional needs: Using ParentSquare to communicate with parents/families/guardians of individuals with exceptional needs, 100% were invited to all events using the software's features of phone calls, text, and email. We are meeting our 3-year desired outcome for promotion of parental participation of individuals with exceptional needs.

Actions 3.1 and 3.2 did not meet their metrics. They are therefore considered to be ineffective and metrics will be revised.

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.

Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to material only and are not the result to changes in our programs.

For the 2024-25 LCAP, this goal was merged with Goal 2 for environments, since engagement is related to the environment of the schools.

In the 2024-25 LCAP, the new Goal 3 is an Equity Multiplier goal for three of our schools: Kings Lake Education Center, Mission Community Day School, and Corcoran Academy.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corcoran Joint Unified School District	Andre Pecina Superintendent	andrepecina@corcoranunified.com (559) 992-8888 ext. 1224

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.

Welcome to the Corcoran Joint Unified School District (CJUSD). Corcoran, California is a cohesive, small town in an agricultural area of Kings County. Corcoran's population is approximately 23,000 people, which includes approximately 12-13,000 inmates being housed in the two California state prisons located in the outlying area. The prisons and corporate farming support the local economy. Corcoran is a diverse learning community united in a single purpose—realizing its full potential through quality education. The District consists of approximately 3,201 students with 91.5% Hispanic, 92.2% Socioeconomically disadvantaged, and 19.5% English Language Learners. Students in the district qualify for the universal meal program, the "Community Eligibility Provision" (CEP), which allows our schools to provide meal service to all students at no charge, regardless of economic status. 23.2% of the parents did not earn a high school diploma and students are provided Internet access at home, if requested. Educational opportunities in Corcoran include a state-funded preschool, a TK-12 educational program, and an adult school to assist people in obtaining an adult school graduation diploma. College of the Sequoias and West Hills Community College are available for Corcoran students to pursue additional educational choices.

The District believes nothing can compete with the positive influences of highly effective teachers and schools. The District refuses to accept low expectations and mediocrity for all students including low-income and underprivileged students. Corcoran Joint Unified School District provides an academic setting where children are educated through a collaborative effort among faculty, staff, students, parents, and the community.

Corcoran Joint Unified School District's Vision is to become "A destination district where people are drawn to Corcoran due to the quality, reputation and accomplishments of our students and schools on the community". Additionally, our Corcoran Joint Unified School District's Mission states, "We are relentless in creating a positive, safe and stimulating environment for all to improve mind, character, and body." The

'all' in the Mission statement refers to every employee as well as every student. Our core values focus on the belief that these aspects of education are non-negotiable: High Expectations, Respect, Accountability and Teamwork.

The District is pleased to offer every student access to high-tech educational tools via the One2One Technology Learning Program. The District has the privilege of being one of 275 schools in the nation to have an Apple Distinguished Technology Program. CJUSD schools are united in our effort to provide high-quality educational programs, which promote student success. We aspire to give all of our students a solid academic and social foundation that will send them out into the world feeling confident and well-prepared. The Corcoran community has a reputation for working with one another toward goals that benefit the entire community. Our vision of becoming a "Destination District" is becoming a reality thanks to our staff members who work hard to create a positive environment that encourages innovation and personal growth, resulting in a culture of excellence for our students.

Three of our schools were identified as eligible for the LCFF Equity Multiplier funding. They include: Kings Lake Education Center, Mission Community Day School, and Corcoran Academy.

Reflections: Annual Performance

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

CJUSD has incorporated multiple student services and improved others over the past four years. Prior to the pandemic, the District had seen continuous growth in student achievement in the areas of language arts. Careful planning, research, and strategic decision-making led to actions and services that supported the goals developed for improved student outcomes. Many actions implemented through the LCAP, including incorporating Kagan Cooperative Learning into lessons, utilizing assessment tools, providing Universal Access time, providing credit recovery, developing intervention programs, and reinforcing a solid technology infrastructure with our One2One Program all contributed to continuous improvement in English language arts.

According to the California Dashboard, our greatest area of need is Suspension Rate, which is 6.9% of students suspended at least one day. The performance level for All Students is "Orange." Other identified groups that also had "Orange" as their performance level included: African American, English Learners, Foster Youth, Hispanic, and Socioeconomically Disadvantaged. Groups identified as "Red" included Homeless, Students with Disabilities, and White. Our Homeless student group had by far the greatest number of suspensions at 23.4% suspended at least one day.

Chronic absenteeism is also an area where improvement is needed. It is high with 29.8% chronically absent. This is an improvement from the year before, which was 49.6%. However, most student groups fell either in the "Yellow" or "Orange" performance levels. In detail, "Yellow" student groups included: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. "Orange" student groups included African American, Foster Youth, Homeless, and White.

In English Language Arts, all students group reflected as "Orange" being 50.7 points below standard. The district maintained with a change of -0.4 points. Student groups who also had the performance level of Orange included Hispanic, Socioeconomically Disadvantaged,

Students with Disabilities, and White. There were three groups who were identified by the performance level of "Red." They included African American, English Learners, and Homeless.

In Mathematics, all students group reflected as "Yellow" being 89.5 points below standard. There was an increase in 13.4 points to narrow the gap. Student groups who also had the performance level of Yellow included Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White. Two groups fell under "Orange," which included African American and English Learners. There was one group who was identified by the performance level of "Red." That included Homeless.

English learner progress on the ELPI reflected "Yellow." 46.5% of English learners are making progress towards English language proficiency. This was a slight decrease of 0.8% from the year prior, which equates to Maintained.

The graduation rate has improved or maintained steady. This graduation rate explores the percent of students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. The district's graduation rate improved from 88.6% on the Fall 2022 Dashboard to 89.4% on the Fall 2023 Dashboard. Additionally, the Hispanic student group maintained its graduation rate at 89.2%. The Socioeconomically Disadvantaged student group also maintained their performance at 89.4%. All other groups had no performance level due to the group size.

The College and Career Indicator reflected that 48.5% of All Students are prepared. Two groups were identified with the Performance level of "Medium." They included the Hispanic and Socioeconomically Disadvantaged. All other groups had no performance level due to the group size.

Listed below is a summary of CJUSD's student groups and/or school(s) who received the lowest performance level on the 2023 Dashboard, otherwise known as "Red":

District Student Groups that have Red Dashboard Indicators:
ELA: African American, EL, Homeless (DA)
Math: Homeless (DA)
Suspension Rate: Homeless (DA), SWD, White

School Sites with Red Dashboard Indicators for ALL Students:
Kings Lake: Graduation Rate, College and Career
John Muir Middle School: Suspension Rate
Mark Twain Elementary: Suspension Rate

School Sites with Student Groups with Red Dashboard Indicators
Kings Lake: College and Career- Hispanic, SED; Graduation Rate- Hispanic, SED
Corcoran High: Suspension Rate- SWD
John Muir Middle School: ELA-EL; Math- EL; Suspension Rate- EL, SED, SWD
Mark Twain Elementary: ELA-EL; Suspension Rate-Hispanic, SED, SWD

John C. Fremont Elementary: ELA-EL ; ELPI
Bret Harte: ELPI

The District has taken a proactive approach during the 2023-2024 school year to address key needs. The District has partnered with Solution Tree to continue work around Positive Behavior Intervention and Supports (PBIS) to address discipline and suspension rates. Continuous professional development for community contacts and attendance secretaries has been conducted to help increase the contacts made to homes and families to address Chronic Absenteeism. The District has increased its outreach and is taking the approach of building relationships with students and making it a safe and welcoming environment where students want to learn and grow. Outreach to our chronically absent students and families is a topic at our weekly Principal Council meetings.

In addition, the District is working on improving first instruction to all students. Explicit Direct Instruction has been continued in order to deliver the best first instruction for students targeting specific components like Modeling, Concept Development, Guided Practice, and Checking for Understanding before getting to Independent Practice. Assessment data was then used to target interventions to close the gap for student groups identified as underperforming. These groups included: English Learners, Students with Disabilities, Foster Youth, and African Americans.

Reflections: Technical Assistance

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

All of these areas are being addressed through the process that our District and school sites are going through with Additional Targeted Support and Improvements (ATSI) and Differentiated Assistance (DA). The CJUSD DA team, which is made up of all District Administrators that include: Superintendent, Assistant Superintendent of Educational Services, Director of Categorical Programs, Director of Student Services, and Principals, have attended several trainings with Kings County Office of Education (KCOE) and worked with their team leads to identify how to address our needs in the areas of suspensions, chronic absenteeism, and closing the learning gaps for Students with Disabilities, Foster, African American students and English Language Learners. The Administrative team meets regularly to continue the process and make decisions on the best ways to address the identified areas of need. Our principals work directly with their School Site Councils and staff to address their ATSI areas of need and these will be addressed in the 2024-2025 School Plans for Student Achievement.

For the 2024-25 school year, CJUSD is now eligible for Differentiated Assistance (DA) due to the performance of the student group Homeless in the areas of Academics (ELA, Math) and Suspension Rates.

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.

Kings Lake Education Center

Support for Identified Schools

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

CJUSD will provide student achievement data and indicators for qualification to the school leaders to analyze root causes of the low graduation rate at the school site. The data may include the past two years of California Assessment of Student Progress and Proficiency (CAASPP) dashboard data, local assessment data, and feedback from site committees and parent/student groups. The CSI budget will be shared and aligned per the site expenditure decisions, based on both short and long-term school goals for academic improvements. The LEA will share, research-based interventions and support the site to design interventions to meet the needs of their students. The interventions will support school areas of need that include language arts, math, and school connectedness. The interventions will support our district instructional framework and include direct student instruction. These services will include bridge programs to and from the middle school and high school. Inequitable resources for access, and supports for credit recovery to increase graduation rates will be addressed with additional credit recovery courses available to our alternative education high school.

The schools' CSI plan includes teacher professional development to eliminate inequities to learning opportunities, culturally and linguistically responsive teaching, math pedagogy and Socio-emotional learning. Resources inequities, in the areas of culturally and linguistically responsive teaching and materials/books/materials and mathematics, will be filled with the additional teacher coaching and professional development to foster student growth into being more independent learners. The materials and supplies will support the school climate/connectedness efforts. Barriers to access to engaging, student-centered lessons will be eliminated based on teachers implementing their new learning and professional development. The site plan will also include the sites plan to address proper course coding, transcript evaluations, and credits earned in order to clearly outline a student's path towards graduation.

The LEA will support the site with a common communication plan, a timeline for hosting educational partner input groups for input to the plan, and will be available to attend site sessions to support the plan development. The Educational Partner group will be School Site Council, which includes teachers, classified staff, students, parent/guardians and community. Final expenditure decisions will be documented in the sites' School Plan for Student Achievement (SPSA) document and reviewed by the Local Educational Agency (LEA) team. The Assistant Superintendent-Educational Services and the Director of Categorical Programs meet with the school administrator to provide technical assistance including understanding the CSI requirements, reviewing the comprehensive needs assessment together, reviewing and discussing possible actions based on the needs assessment and input from educational partners, and the writing of the School Plan for Student Achievement (SPSA) together in spring that will satisfy the requirements of the CSI designation.

Monitoring and Evaluating Effectiveness

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

The LEA will continue to monitor student achievement data and will refine data point reviews by site administrators at each qualifying school during the monthly meeting. School leaders will use the continuous improvement framework to determine the root causes, create their site CSI plan, implement the interventions/school connectedness supports, and review the progress on a monthly basis using student progress, report card data and survey results to monitor impact. The root causes — including language arts, math, and school connectedness — will be a focus at each meeting. District, school, and reopening survey data will be monitored for connections to the CSI interventions and additional support needs. Monthly reviews of expenditures and appropriate use of funding based on Educational Partner and staff input will be monitored. Regular communication with staff and Educational Partners on the effectiveness of the interventions will be shared at each School Site Council meeting by the school administrator. Monthly meetings will be held with qualifying school leaders to review progress and needs and to offer support in a professional learning community format.

In order to monitor and evaluate effectiveness of CSI interventions and services, the following data will be monitored on a quarterly basis: attendance, suspensions, course completion, and transcript evaluations. The implementation of the CSI-SPSA document, it's implemented actions, use of budget and progress on the identified metrics will also be discussed at these quarterly meetings. Leadership support as well as fiscal and program guidance will also be provided during these meetings.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Families Input Meetings held: 3/14/24, 4/11/24, 5/9/24, 5/30/24 Survey Available: April 22, 2024 through May 3, 2024	The district maintains an Educational Partner Advisory Committee (EPAC) that provides input into the districts' programs and services for students. The district's PAC meet regularly throughout the school year. Each school site council elected a parent for the district EPAC from their School Site Councils. The Superintendent, Assistant Superintendent, Director of Categorical Programs, Chief Business Officer, and Principals also attended these meetings. The purpose of the EPAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members are active participants in the district's comprehensive strategic planning since they are informed about the district's programs and services beyond programs and services in the LCAP. Parents who are members in the EPAC are representatives of their school sites. Members of the EPAC also included parents of unduplicated pupils and parents of Students with Disabilities. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include LCFF. Four meetings

	were held to discuss or showcase services in the LCAP and to get Educational Partner feedback/input this year.

LCAP Surveys were also utilized to gather input from parents and families. Feedback from these surveys provided input into the services and programs needed to address the needs of students using LCFF funds. A total of 411 Parent/Family surveys were completed. |
| District English Learner Advisory Committee

Input Meetings held: 3/18/24, 4/22/24, 5/9/24, 5/20/24
Survey Available: April 22, 2024 through May 3, 2024 | The District English Language Advisory Committee or DELAC consists of parents of students who are English learners and representatives from each school site's English Language Advisory Committee (ELAC). The DELAC meets regularly to advise district officials on English learner programs and services with the overall goal of helping English learners attain English proficiency and achieve academic success.

Members of the DELAC are representatives of their school sites. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include LCFF. |
| Student Advisory 9-12, 6-8

Input Meeting with Middle School: 5/1/2024
Input Meeting with High School: 4/24/24 | Students were introduced to the concept and purpose of the LCAP. Feedback and input sessions were then conducted, allowing students to share their thoughts, concerns, and suggestions regarding various aspects of the LCAP. District leadership encouraged students to voice their opinions on topics such as academic programs, extracurricular activities, student support services, and school climate. We ensured that student voices were actively considered. We reviewed the feedback and input gathered from students and identify common themes, priorities, and areas of consensus before ending the session with the students and ensured that their voices were adequately transcribed in the notes. |

Administrators and Principals Development meetings during PAC: 2/20/24, 3/5/24 Input Meetings held: 3/14/24, 4/11/24, 5/9/24, 5/30/24 Survey Available: April 22, 2024 through May 3, 2024	Administrators and Principals helped aid in the development of the LCAP during Principal and Administrator Council (PAC) meetings. They helped develop the goals, actions, and what metrics were to be utilized under what goal. Principals are also active participants in the Educational Partner Advisory Committee that provides input into the districts' programs and services for students. Members of the EPAC provide ongoing input into the district's services and programs at these meetings verbally. Administrators were also invited to complete LCAP Staff Surveys.
Teachers and Other School Personnel Input Meetings held: 3/14/24, 4/11/24, 5/9/24, 5/30/24 Survey Available: April 22, 2024 through May 3, 2024	Teachers and other Educators are members of the Educational Partner Advisory Committee (EPAC) that provides input into the districts' programs and services for students. The district's EPAC met regularly throughout the school year to provide input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members were active participants in the district's 2024-25 comprehensive strategic planning since they were informed about the district's programs and services beyond programs and services in the LCAP. LCAP Surveys were also utilized to gather input from teachers and other educators. Feedback from these surveys provided input into the services and programs needed to address the needs of students using LCFF funds. A total of 202 Teacher and Staff Surveys were completed.
Local Bargaining Units Input Meetings held: 3/14/24, 4/11/24, 5/9/24, 5/30/24 Survey Available: April 22, 2024 through May 3, 2024	Local Bargaining Units were invited to participate in the Educational Partner Advisory Committee that provides input into the districts' programs and services for students. Members have provided ongoing input into the district's services and programs at these meetings verbally. Members of the EPAC provide ongoing input into the district's services and programs at these meetings verbally. Administrators were also invited to complete LCAP Staff Surveys.
Pupils in Grades 4-12: Surveys Survey Available: April 22, 2024 through May 3, 2024	Students in Grades 4-12 were asked to participate in an online survey where they were able to make recommendations on what types of programs or services they wanted to see in school. In addition, the survey provided a section to determine school climate and school

	connectedness. Students representing all of the district's student subgroups had the opportunity to participate in the survey. A total of 1,135 students completed the survey this year.
SELPA Consultation Advisory Meetings held monthly at KCOE	CJUSD has representation at all SELPA advisory meetings. Information has been shared from advisory meetings that is embedded into the plan.
School Site Council: KLEC Equity Multiplier Consultation June 5, 2024	Met with the School Site Council for Kings Lake Education Center for consultation on the LCFF Equity Multiplier. SSC * Audience: Parents/community members, students, principal, teachers, staff * Topics discussed: School-level data analysis (CA School Dashboard - College and Career Readiness, Suspension, Graduation Metrics); School Plan for Student Achievement; Equity Multiplier funds and required LCAP goal, metrics and actions; input was gathered for the Equity Multiplier funds
Opportunities for Public Comment Public Meeting: 6/12/2024 Board Approval Date: 6/26/24	The Local Control and Accountability Plan was presented and discussed at a regularly scheduled board meeting on June 12, 2024. A public comment period is provided during each meeting for any member of the public to provide feedback or input into the LCAP plan.
TRANSLATION SERVICES	Spanish interpretation was provided for all meetings attended by parents, families, or community members. Spanish translations were provided for all communications such as surveys, plans, and documents provided to parents and families in regards to this Local Control and Accountability Plan and all plans listed within.

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

Corcoran Joint Unified School District's process for engaging educational partners in the development of the LCAP includes annual surveys, community forums, meetings with advisory committees and groups throughout the school year, LCFF/LCAP Presentations to the Board of Trustees and Educational Partners, and posting the draft LCAP online that allows community members the opportunity to provide feedback.

After reviewing Goal 1 and Goal 2, Actions and Services and having discussions with the EPAC (Parents, Staff, Administrators, Local

Bargaining Units, Administrators), the trends that emerged from these meetings included:

1. Improvement in Instruction and Curriculum
   - Better First Instruction: Emphasis on improving initial teaching methods.
   - Adjustment of Course Curriculum: Ensuring curriculum is adjusted to guarantee student mastery.
   - Targeted Interventions: Intensive support needed, especially in ELA and Math at the elementary levels.
   - Less Technology in Elementary: Focusing more on basic skills in ELA and Math rather than technology.

2. Enhancing Student Achievement and Opportunities
   - Student Achievement: General need for improvement in student performance.
   - Dual Enrollment Opportunities: Increasing these opportunities, particularly for underrepresented student groups.
   - Work-Based Learning: Providing real-world learning opportunities through partnerships with industries like dairies, construction, electrical, and HVAC.
   - Exposure to STEAM: Introducing Science, Technology, Engineering, Arts, and Math at the elementary level.
   - Summer Programs: Offering programs focused on various trades and careers at JM, CHS.

3. Support for Diverse and Underrepresented Groups
   - Support for Foster and Homeless Youth: Additional personnel and supports needed.
   - Hire Bilingual Staff: To better serve the diverse student population.
   - Support for EL Parents: Providing assistance to parents of English Learners.
   - Target Attendance Truancy: Addressing attendance issues across all schools.

4. Improving School Environment and Student Well-being
   - Socialization Skills: Focus on developing these skills in early grades (TK-1).
   - Other Means of Correction: Alternatives to suspension for unduplicated pupils.
   - Longer Recess Times: Recognizing the importance of breaks for younger students.
   - Less Focus on Standardized Tests: Reducing emphasis on test scores to focus on holistic education.
   - Food Quality Improvement: Enhancing the quality of food provided in schools.

5. Parental and Community Engagement
   - Timely Communication: Better and prompt communication with parents.
   - Use Single App for Communication: Streamlining communication channels.
   - Increase Parental Involvement: Encouraging more involvement from parents in school activities.
   - Increase Volunteer Opportunities: Providing more chances for community members to volunteer.
   - Better Customer Service: Improving interactions and relationships with families at school sites and the district level.

6. Enhancing Resources and Support
   - Reliable Internet: Ensuring families have access to reliable internet.
   - Tutoring at Elementary Schools: Providing additional tutoring support.
   - Vertical Articulation: Ensuring smooth transitions and continuity between different school levels.

- Academic Counselors: Having counselors available at all school sites for better student support.

7. Expanded Learning and Elective Opportunities
- More Elective Choices: Increasing the variety of elective subjects available to students.

These trends indicate a comprehensive approach to improving the educational experience, focusing on better teaching methods, enhanced support for diverse groups, improved communication and engagement with parents, and the provision of practical and vocational learning opportunities.

After reviewing Goal 1 and Goal 2, Actions and Services and having discussions with the DELAC, the trends that emerged from these meetings included:

1. Improvement in Instruction and Student Learning
- Pace of Classes: Need to slow down the pace of classes to ensure students master concepts.
- Small Group Instruction: Emphasizing the importance of small group learning for better comprehension.
- Additional Attention to Struggling Students: Providing extra support to students who are behind.
- Increased Attention to Mental Health: Focusing on the mental health needs of students.
- Electives Alignment: Offering electives in elementary school (art, dance, sports, agriculture) that align with high school pathways.
- Career and University Preparation: Starting career and university prep in elementary school through career fairs, university visits, and field trips to companies.

2. Enhanced Parental Involvement and Support
- Opportunities for Volunteers: Creating volunteer opportunities regardless of language barriers.
- Consultation Between Schools and Parents: Increasing consultation between schools and parents.
- Recognize Parent Participation: Acknowledging and recognizing parent participation at school sites and district levels.
- Parent Classes and Trainings: Offering classes or training sessions for parents at school sites to better support their children.
- Translation Services: Providing additional translation services to engage and support parents.
- Parental Support for Curriculum: Assisting parents in understanding the school curriculum to better support their children.
- Communication Between Teachers and Parents: Improving communication to keep parents informed about their children's progress.
- Family with Administrator Coffee Events: Implementing informal events to foster better relationships between families and school administrators.

3. Communication and Information Dissemination
- Weekly Bulletin/Newsletter: Issuing weekly newsletters with information about academic activities.
- Better Communication Practices: Ensuring regular and clear communication between teachers and parents regarding student progress.

4. School Structure and Organization
- Single School for K-5 or K-8: Considering the establishment of a single school structure for students up to 5th or 8th grade.

5. Student Attendance and Engagement
- Increase Student Attendance: Implementing strategies to improve student attendance.
- Engage Students Early: Engaging students in career and university preparation starting at the elementary level.

6. Hiring and Staffing
- Quality Staff: Continuously hiring and maintaining quality staff in classrooms and for English Learner programs.
- Understanding Staff: Ensuring staff understand and are tolerant of the challenges faced by English learners and their parents.
- Friendly and Accessible Teachers: Hiring and retaining teachers who are friendly, accessible, outgoing, and dedicated to students.

These trends highlight the need for a balanced approach to education that includes slower-paced instruction, better parental involvement, enhanced communication, supportive staffing, and early engagement in career and university preparation. This holistic approach aims to create a more inclusive, supportive, and effective educational environment for all students.

STUDENT ADVISORY 9-12
Trends and key themes that arose during the meeting with students in 9-12:
1. Educational and Curriculum Needs
a. Elective and Practical Classes:
- Desire for more hands-on and practical classes such as cooking, driving, sewing, and finances
- Need for a variety of electives beyond traditional subjects, including administrative justice, forensic science, and more cultural and fun classes like dancing
- Interest in having more diverse language options in ELD (e.g., Arabic, French) beyond just Spanish

b. Teaching Style and Curriculum Engagement:
- Concerns about teachers' attitudes affecting the classroom environment; negative or non-engaging teaching styles are detrimental
- Suggestions for more interactive and engaging lessons, such as group activities, games, and dramatizations to make subjects like US History and government more interesting.
- Request for rubrics and clear expectations in all classes.

2. Mental Health and Socio-Emotional Support
a. Mental Health Prioritization:
- Students feel that mental health is not adequately prioritized by the school.
- Emphasis on needing a positive and supportive environment where teachers and staff are approachable and understanding.

b. Bullying and Safety Concerns:
- Bullying, especially based on appearance or attire, is a significant issue.
- Concerns about the effectiveness of the Sprigeo application for reporting bullying and retaliation.
- Desire for more proactive measures and visible security to ensure a safe learning environment.

3. Student and Teacher Relationships
a. Teacher-Student Interaction:
- Students appreciate teachers who explain concepts clearly and interact positively
- Issues with favoritism, negativity, and lack of support from some teachers.
- Students are afraid to ask questions, indicating a need for a more supportive and approachable teaching staff.

4. Extracurricular Activities and Field Trips
a. Field Trips:
- Interest in more field trips that are both educational and fun (e.g., visits to aquariums, theater plays).
- Concern about access to field trips, noting that current policies limit participation to certain groups or clubs.

b. School Spirit and Fun Activities:
- Desire for more school spirit activities, rallies, and events like field days to make school more enjoyable.
- Request for activities that blend fun with learning to enhance student engagement.

5. Parental and Student Support
a. Parental Involvement:
- Importance of involving parents in the educational process and providing them with tools to support their children.
- Suggestions for better communication and engagement with parents.

b. Student Support Systems:
- Calls for better support for students with 504 plans and more available tutoring without teachers' reluctance.
- A need for self-advocacy support, indicating that students often have to ask for the help they need, which is not readily provided.

6. School Infrastructure and Policy
a. Facilities and Security:
- Concerns about the adequacy and cleanliness of school facilities, particularly restrooms.
- Desire for consistent and serious implementation of security measures during drills like lockdowns.

The responses highlight the need for a more holistic approach to education that includes practical and diverse learning opportunities, better mental health support, and a positive school environment. There's a clear call for more engaging and interactive teaching methods, a stronger focus on mental health and bullying prevention, and greater support for students' individual needs. Improving teacher-student relationships, increasing access to extracurricular activities, and ensuring school policies and facilities are conducive to a safe and supportive learning environment are also key themes.

STUDENT ADVISORY 6-8
Trends and key themes that arose during the meeting with students in 6-8:

1. School Safety and Security
a. Fights and Violence:
- Concerns about the high number of fights and the disruptive behavior of students running to watch them.
- Recommendations to increase the presence of school officers and security measures to address issues like weapon and vape sales.
- Suggestions for taller fences to prevent students from leaving campus and more yard duty staff to manage the large student population.

2. Health and Wellness
a. Vaping and Smoking:
- A significant issue with students vaping and smoking on campus, indicating a need for stricter enforcement and preventative measures.

b. Nursing and Medical Support:
- Requests for better nursing services, including the availability of medicine for students to avoid inconveniencing parents.

c. Mental and Emotional Support:
- Emphasis on having teachers who are understanding, nice, respectful, and supportive, particularly in reading, writing, spelling, and communication.

3. Academic Support and Curriculum
a. Reading and Writing Fundamentals:
- A recurring theme is the need for more foundational teaching in reading, writing, and communication skills.
- Suggestions for a dedicated teacher or class to support these basic skills.

b. Homework and Assignments:
- Desire for less homework and more flexible deadlines, especially for student-athletes who miss class time due to sports.

c. Gradual Increase in Difficulty:
- Concerns about the increasing requirements and difficulty of each grade level without adequate support in basic skills.

4. Extracurricular Activities and Sports
a. Variety in Sports and Activities:
- Interest in a broader range of sports and extracurricular activities such as hockey, golf, swimming, and bowling.
- Desire for more engaging PE activities, as current activities, particularly fitness tests, are seen as boring and lead to students faking illness to avoid participation.

b. Art and Creative Outlets:
- Mention of interests in drawing and art, as well as aspirations like attending Fresno State to become a singer.

5. Facilities and Resources
a. School Infrastructure:
- Calls for more classrooms and buildings to accommodate the student population.
- Requests for better maintenance and cleanliness, specifically more custodians to handle issues like clogged equipment.

b. Food Services:
- Complaints about the freshness of school food and the quality of plates, with a specific mention of pizza being good.

c. Counseling and Support Staff:
- Need for more counselors to provide adequate support for students' academic and personal needs.

d. Safety Equipment:
- Suggestions for more smoke detectors, cameras, and safety drills to improve overall safety on campus.

6. Student-Teacher Relationships and School Climate
a. Teacher Attitudes and Support:
- Positive attributes desired in teachers include being nice, respectful, understanding, and supportive.
- Specific appreciation for teachers who were particularly kind during COVID-19.

b. Social Skills and Behavior:
- Emphasis on teaching students to be kind, respectful, and nice to both teachers and fellow students.
- Setting clear behavior expectations and holding everyone accountable.

7. Suggestions for School Improvement
a. School Start Time:
- Initial suggestion to start school later, though this idea was reconsidered.

b. Use of School Spaces:
- Proposal to utilize grass areas by the main office for more than just walking.

c. Practical Learning and Life Skills:
- Interest in practical classes and experiences, such as learning to drive and other hands-on learning opportunities.

The responses reveal a comprehensive view of the students' concerns and desires, emphasizing the need for a safer, more supportive, and engaging school environment. Key areas for improvement include increasing security and addressing violence, enhancing academic and emotional support, expanding extracurricular activities, improving facilities and resources, and fostering positive relationships between students and staff. The feedback highlights the importance of practical learning, flexible academic support, and a school climate that prioritizes kindness, respect, and overall student well-being.

LCAP Student Surveys: Big ideas/trends that emerged from the LCAP Student surveys were:
Here are some identified trends based on the provided responses:
1. Academic Support
a. Need for clearer explanations:

- A little more explaining in class
- Better explanations on how to answer a math problem
- For teachers to explain the work more
- More examples to show what I'm learning

b. Extra help and resources:

- Additional academic support
- More tutoring opportunities
- Extra help explaining my work

c. Time management and workload:

- I need more time on assignments
- Less work then I will do my assignments easier and not stress about the other ones
- Extra time to get my work done

2. Classroom Environment
a. Focus and quiet environment:

- Being in a quiet class or listening to music
- Quiet classes

b. Classroom behavior:

- Better students
- Some students in some of my classes showing more respect towards the teacher
- Stop the fights

3. Emotional and Motivational Support
a. Encouragement and motivation:

- A little more motivation would be excellent
- I need motivation
- Motivation

b. Teacher-student relationship

- Teachers to help and explain the work that they give us

- Teachers to take their time and be patient because I am a slow learner
- More positivity

4. Resources and Facilities
a. Better school facilities and materials:
- Better education and better school
- Better food
- More resources

5. Extracurricular Activities
a. Opportunities for engagement:
- More dual enrollment opportunities
- More clubs after school
- More opportunities to join clubs

6. General Well-being
a. Physical and mental health:
- More sleep
- I need counseling
- More incentives

These trends indicate a need for better academic support, a more conducive learning environment, stronger emotional and motivational backing, improved resources and facilities, and more opportunities for extracurricular involvement. There are also specific, individual requests that highlight the diverse needs of students.

LCAP Family/Community Surveys: Big ideas/trends that emerged from the LCAP Family/Community surveys were:
1. Parental Support and Involvement
- Programs for Parents: Need for programs to help parents prepare their children for university and keep them motivated to learn.
- Homework Support: Teachers should provide materials to parents to better assist students.
- Translation Services: Additional translation services to support and engage parents.
- Engagement Activities: More activities between parents and students, such as marathons and educational games.
- Parent Classes and Trainings: Offering classes or training sessions for parents at school sites to support their children's education.
- Better Communication: Improving communication between parents and teachers, including regular conferences.

2. Improvement in Student Support and Learning Environment
- Slow Down Instruction: Teachers should slow down the pace of teaching to ensure students master concepts.
- Better Use of Resources: More textbooks and less reliance on iPads to improve penmanship.
- Restroom Conditions: Need for cleaner and safer restrooms, with better monitoring to prevent bullying and inappropriate behavior.

- Mental Health Focus: Increased attention to students' mental health needs.
- Anti-Bullying Initiatives: Stop bullying through rallies and increased monitoring.
- Support for Struggling Students: More small group instruction and attention to students who are behind.
- Recognition of Student Success: More acknowledgment of student achievements throughout the school year.

3. Safety and Discipline
- Bullying and Drug Prevention: Stronger measures to prevent bullying and drug issues, including better monitoring and addressing fights and unsafe behaviors.
- Professional Conduct of Staff: Office staff should be more professional and courteous when interacting with parents and students.
- Security Measures: Improve safety by addressing the presence of drugs and fights in schools.

4. Extracurricular Activities and Student Engagement
- After School Activities: Increase after-school activities, including sports, dances, and structured recess activities.
- School Spirit: Bring back activities that promote school spirit and make school enjoyable.
- Elective Courses: More elective choices aligned with high school pathways to keep students engaged.

5. Facility and Resource Improvements
- Cafeteria: Build a cafeteria for students.
- Parking and Traffic: Improve parking space for parents and reduce traffic congestion by adjusting school start times.
- Cellphone Policy: Stricter control on cellphone use to prevent bullying and inappropriate use during school hours.
- Restroom Upkeep: Ensure restrooms are cleaned and maintained regularly.

6. Curriculum and Instruction
- Flexibility for Teachers: Allow teachers to tailor their lessons to student needs and not rush through the curriculum.
- Focus on Basics: Ensure students understand the basics before moving to more advanced topics.
- Less Technology: Use less technology and more traditional methods, such as paper homework, to enhance learning.
- Instructional Aides: Hire more instructional aides to support classroom learning.

7. Community and School Relations
- Acknowledging Parent Efforts: Recognize and appreciate the participation and efforts of parents.
- Family Events: Implement events like Family with Administrator coffee sessions to foster better relationships.

The responses highlight a comprehensive set of needs and desires from parents, emphasizing a balanced and supportive educational environment. Key areas include slowing down instruction for better comprehension, enhancing parental involvement and communication, improving student safety and support, increasing extracurricular activities, improving school facilities, and providing more flexible and tailored instruction. These trends suggest a need for holistic improvements that cater to both academic and non-academic aspects of student life, ensuring a nurturing and effective learning environment.

LCAP Staff Surveys: Big ideas/trends that emerged from the LCAP Staff surveys were:

1. Support Systems and Interventions
   - Focused Intervention Systems: Develop more targeted intervention supports at each school site to address specific student needs.
   - Mental Health and Socio-Emotional Support:
   - Positive feedback on the provision of mental health and socio-emotional support services.
   - Appreciation for the addition of mental health personnel and services at every school site.
   - A desire to continue and possibly expand these supports for mental health, socio-emotional health, and behavior management.

2. Technology and Classroom Support
   - One2One Program: Satisfaction with the One2One program and the increased use of technology in classrooms.
   - Classroom Support: Emphasis on continuing to provide extra support in the classroom through paraprofessionals, intervention teachers, and Academic Coaches.

3. Communication and Engagement
   - Increase Communication: A call for improved communication at all levels within the school system.
   - Student and Parent Engagement: A need to increase engagement among students and parents to foster a more connected and involved school community.

4. Quality Staff and Discipline
   - High-Quality Staff: The importance of hiring and retaining high-quality staff, including teachers and support personnel.
   - Discipline: Concerns about maintaining effective discipline at school sites.

5. Career and Real-World Preparation
   - Dual Enrollment and CTE Pathways: Satisfaction with the current selection of dual enrollment and Career and Technical Education (CTE) pathways available to students.
   - Real-World Preparation: The need to prepare students for life beyond high school by connecting learning to real-world experiences, offering CTE, dual enrollment opportunities, and exposing students to various careers from a younger age.

6. Electives and Extracurricular Activities
   - Additional Electives and Activities: An interest in exploring more elective options, extracurricular activities, and field trips to keep students engaged and broaden their learning experiences.

The responses indicate a strong desire for a holistic and supportive educational environment that prioritizes mental health and socio-emotional well-being, effective communication, and engagement at all levels. There is an appreciation for current technology initiatives and classroom supports, with a call to maintain and enhance these. Preparing students for future careers through practical experiences and diverse educational pathways is also a key priority. Additionally, there is an ongoing need for a variety of electives and extracurricular activities to ensure comprehensive student engagement and development.

Kings Lake Education Center: School Site Council for LCFF Equity Multiplier

Trends and key themes that arose during the meeting with SSC:

1. School Facilities and Resources
a. Space for Activities:
- Need for more room to accommodate various school activities

b. Equipment and Facilities:
- Requests for more sports equipment for breaks and lunch, indicating a need for better recreational resources
- Suggestions for additional facilities like a washer and dryer for student laundry and sports uniforms
- Better coverage during inclement weather to ensure students have adequate protection and can continue activities despite weather conditions

2. Discipline and Attendance
a. Alternative Discipline Methods:
- Preference for restorative justice, Saturday school, and detention over suspensions to keep students engaged and reduce absenteeism
- Interest in innovative ways to make up for lost attendance, indicating a desire to keep students in school and accountable without harsh penalties

3. Academic Support and Flexibility
a. Credit Completion:
- Desire to remove the credit limit/cap, allowing students to complete as many credits as possible, reflecting a need for flexible and accelerated learning options for students aiming to catch up or advance
- Allowing devices to go home to enable students to complete more work and earn credits outside school hours

b. Alignment with Mainstream Schools:
- Suggestion to mirror CHS graduation requirements, enabling staff to teach specific subjects like math and science in person to better prepare students for graduation and post-secondary education.

4. Extracurricular and Engagement Opportunities
a. Sports and Competitive Leagues:
- Proposal to set up sports leagues with other alternative education schools to motivate students and foster a sense of belonging.
- Formation of an Esports league, tapping into the growing interest in competitive gaming to engage students.

b. Spirit and Community Building:
- Incorporation of a spirit week to boost school spirit and foster a sense of community among students.

5. Counseling and Career Support
a. Dedicated Counselor:

- Hiring a counselor to assist with college and career planning, helping students set goals, find volunteer opportunities or jobs, and navigate processes like FAFSA and resume building
- Emphasis on individualized support for developing smart plans and goals.

The responses indicate a comprehensive approach to improving the school environment, focusing on both academic flexibility and overall student welfare. Key trends include the need for better facilities and resources, alternative disciplinary methods, enhanced academic support, increased extracurricular activities, dedicated counseling for career and college planning, and a supportive environment that addresses the holistic needs of students. By addressing these areas, the school can create a more engaging, supportive, and effective learning environment for its students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners can be found below:

For Goal 1: Academic Achievement
All educational partners have expressed a concern for academic learning gaps. They have expressed the need for added supports and interventions to address these learning gaps. Paraprofessionals and support staff has been addressed in Goal 1, Action 1.1. The Action also addresses interventions, monitoring of students, and in-class supports. Therefore, Goal 1, Action 1.1 is a result of input from teachers, parents, administrators, and students as they requested instructional assistance in the classroom, interventions, and in-class supports.

All educational partners have also expressed their desire to have and ensure a broad course of study for all students, which would include broadening and aligning electives with CTE pathways for a smooth transition into high school. Additional staff has been added to address this need at the middle school which in turn a) increases electives and b) starts to establish an articulation for career technical education pathways from middle school to high school. Therefore, in part, Goal 1, Action 1.6 and Action 1.8 are a result of input from teachers, parents, administrators, and students.

Our DELAC continue to ask that we continue with our services to our EL students who are also embedded in our Goal 1, Action 1.2 and 1.3. They also ask that our services to English Learners continue to be a priority and monitoring of their progress continues to be ongoing throughout the year.

Our LCAP Family/Community Surveys and Student Surveys both have as their top selection "Connect Classroom to Real World Experiences." One of the ways we try to do this is by increasing our CTE pathways. Goal 1, Action 1.8 includes various positions that connect students to possible careers, trainings in specific fields, and courses that may lead to employment and/or postsecondary study. In the LCAP Staff Survey, the request has been repeatedly made to lower class sizes. Therefore, we are maintaining small class sizes in Goal 1, Action 1.5. Therefore, Goal 1, Action 1.8 and Goal 1, Action 1.5 were a result of feedback from teachers parents, administrators, and students who requested connections to real world experiences and lower class sizes.

While Educational Partners agree appropriately credentials and assigned staff, standards aligned instructional materials, and schools in good repair are important. The District has and will consistently provide this. Students and parent advisory committees, such as DELAC, have expressed their satisfaction with the quality of teachers in the classroom and the services students are receiving. They continue to ask for

this level of commitment from the district when hiring new teachers. Student surveys mentioned the need for mental health, physical, and social-emotional supports. This is provided in Goal 1, Action 1.10 with behavior counselors, psychologists, mental health clinicians, and nurses.

Educational partners have expressed the need to address discipline and to provide additional behavior supports. The District is supporting this through Goal 1, Action 1.10 with funds provided to support the implementation of the PBIS framework at each site with the help and support of vice-principals, behavior counselors, psychologists, mental health clinicians, and nurses. Therefore, Goal 1, Action 1.10 is also a result of feedback from teachers, parents, administrators, and students as they requested increased supports for services to address a student's well-being.

For Goal 2: School Environment and Engagement
Educational partners continue to ask for continued safety protocols at all schools, which can be seen in Goal 2, Action 2.1 with services being provided such as, but not limited to, campus security, yard supervisors, and the district Safety/Security Coordinator. Therefore, Goal 2, Action 2.1 were all a result of feedback from teachers, parents, administrators, and students as they requested increased supports for safety protocols at school sites.

Our educational partners continue to ask for communication at all levels, increase attendance, and with student academic progress. In addition, DELAC parents have requested that the Parent Liaison position continue as a service, as it is an important part of the communication process between the schools and the parents. They have expressed the need for increased parent engagement and interpretation services . The District Liaison will support this improvement effort. This is written in as Goal 2, Action 2.2. Therefore, Goal 2, Action 2.2 is a result of feedback from teachers, parents, administrators, and students as they each requested increased levels of communication and interpretation services at all levels.

DELAC would also like to see parent trainings incorporated throughout the year to assist in supporting their children's academic success. This would be supported in by Goal 2, Action 2.3. The request of our DELAC were a result of the feedback provided by our DELAC parents.

For Goal 3: LCFF Equity Multiplier Funds
Educational partners requested the need for a Counselor to support students in completing the FAFSA, resume building and supporting in finding volunteer or job opportunities to drive career opportunities. In addition, they requested that this person also support in the development of individualized plans for success and to set goals. They believe that this person would be able to mentor and drive their college and career opportunities. These suggestions were in line with supporting the school with their "Red" status in the College and Career and the Suspension Rate Indicator. Therefore, Goal 3, Action 3.1 is a result of the feedback from the School Site Council to support College and Career readiness and to help reduce suspensions by developing plans and goals for success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop a broad-based educational program that incorporates multi-tiered systems of supports to enhance student's academic, social, and emotional growth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The following goal was created in line with the core values, vision and mission of the Governing Board and District. The number one goal, "Offer the best educational program and dramatically improve academic achievement," has been designated by the Governing Board in line with the core mission of Corcoran Joint Unified School District. It is the largest goal for our district as at its center is the implementation of instructional programs that we highlighted earlier in this Plan. The main objective is to ensure that our goals are well articulated and funded so that we may implement actions that will impact the academic achievement of our students. The data below clearly identifies and indicates the work that we must do to ensure that our students are making the academic progress in order to graduate College and Career ready. This goal was formed based on 2023 baseline data.

CAASPP Data
As of 2023, 25.85% of third graders assessed scored Standard Met or Standard Exceeded on the CAASPP ELA assessment. By eleventh grade, the number of students scoring Standard Met or Standard Exceeded increased to 57.35%, which is a little over half of our students meeting the standard. Our district is working on drafting a literacy plan to better support students to become proficient readers at any age, because we understand that lack of literacy is a key driver of inequity, both within and beyond the world of education.

As of 2023, 20.00% of third graders assessed scored Standard Met or Standard Exceeded on the CAASPP Mathematics assessment. By eleventh grade, the number of students scoring Standard Met or Standard Exceeded dropped to 15.24%. This percentage is smaller than the aforementioned number in third grade. Mathematics achievement is an area of need in the district and we understand that mathematical concepts and reasoning are key to students' success and provide a critical foundation for life skills.

ELPAC Data
As of 2023, 46.5% of our English Learners (ELs) made progress toward English proficiency as measured on the English Language Proficiency Assessment for California (ELPAC). This number is below the state average of 48.7%. We understand that language proficiency plays an important role in academic achievement. Therefore, ensuring language supports and reclassification for students who meet the criteria is amongst one of our priorities within this goal.

The actions outlined below are a result of the data analysis and planning process of both the Board Priority Goals and the LCAP development process. As a result of our actions, we expect to see a measurable improvement in our metrics around student achievement, especially among our unduplicated students (English Learners, Foster Youth, and Low-Income students).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Priority 1	A. Teacher Credentialing Status Percentage of teachers fully credentialed B. Teacher Assignment • Number of teachers misassigned	2021-22 SARC: Fully Credentialed 83.08% B. Number of Teachers Misassigned: 1.66%			SARC: Fully Credentialed 95% B. Number of Teachers Misassigned: 1%	
Priority 1	Instructional Materials Sufficiency Pupils in school district have sufficient access to the standards-aligned instructional materials (School Accountability Report Cards-SARC Reports)	100% School Accountability Report Card (SARC)			100% School Accountability Report Card (SARC)	

Priority 1	School Facilities in at least 'good repair' (FIT Report)	100% School Accountability Report Card (SARC)			100% School Accountability Report Card (SARC)	
Priority 2	Common Core State Standards Implementation Implementation Level of Common Core State Standards 1- Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Data Source: Standards Implementation Survey (Local Indicator)	Implementation of Standards in the Following Areas: ELA: 4 ELD: 4 Mathematics: 4 Science: 3 History/Social Science: 3 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4			Implementation of Standards in the Following Areas: ELA: 4 ELD: 4 Mathematics: 4 Science: 4 History/Social Science: 4 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	
Priority 2	Programs/Services enable ELs to access CA and ELD Standards (Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)			100% ELs access and enrollment in ELD	

| Priority 4 | Priority Statewide Assessments

(ELA Academic Indicator)

All students Subgroups | CAASPP-ELA

Overall: All Students Performance Level: 50.7 points below standard

**English Learners: EL Students Performance Level: 89.3 points below standard

Socio-Economically Disadvantaged: SED Performance Level: 56.4 points below standard

Hispanic: Hispanic Students Performance Level: 51.2 points below standard

White: White Students Performance Level: 27.1 points below standard

**African American: African American Performance Level: 88.7 points below standard

Students with Disabilities: SWD Performance Level: 95.8 points below standard | | | CAASPP-ELA

Overall: All Students and Student Groups listed: Increase 6 points annually

(18 total points after 3 years)

Dashboard

LTELS- Increase by 2% annually

CAASPP-ETS

School Sites with Student Groups with Red Dashboard Indicators:

Outcomes taken from school site SPSA

John C. Fremont
• EL: Increase 25.8 points below standard (1-year)

Mark Twain | |

		Foster Youth: Performance Level: No Performance Color

**Homeless: Performance Level: 119.3 points below standard (DA)

** Student groups that have red Dashboard Indicators

(DA)- Differentiated Assistance Eligible Student Groups

Dashboard (Fall 2023)

LTELS-3.28% Met or Exceeded (This student group has not been given points below standard indicators on the Dashboard- Fall 2023)

CAASPP-ETS

School Sites with Student Groups with Red Dashboard Indicators:

John C. Fremont
- EL: 94.4 points below standard | | | • EL: Change: +3.0 (1-year)

John Muir
- EL: 30 points from standard (1-year) | |

		Mark Twain • EL: 83.6 points below standard John Muir • EL: 101.9 points below standard				
Priority 4	Metrics State Priority 4: Statewide Assessments (Math Academic Indicator) All students Subgroups	CAASPP-Math Overall: All Students Performance Level: 89.5 points below standard English Learners: EL Students Performance Level: 112 points below standard Socio-Economically Disadvantaged: SED Performance Level: 93.5 points below standard Hispanic: Hispanic Students Performance Level: 91.1 points below standard White: White Students Performance Level: 50.7 points below standard			CAASPP-Math Overall: All Students and Student Groups listed: Increase 5 points annually (15 total points after 3 years) Dashboard LTELS- Increase by 2% annually CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA	

		African American: African American Performance Level: 110.5 points below standard

Students with Disabilities: SWD Performance Level: 89.9 points below standard

Foster Youth: Performance Level: No Performance Color

**Homeless: Performance Level: 153.7 points below standard (DA)

** Student groups that have red Dashboard Indicators

(DA)- Differentiated Assistance Eligible Student Groups

Dashboard (Fall 2023)

LTELS-3.34% Met or Exceeded (This student group has not been given points below standard indicators on the Dashboard- Fall 2023) | | | John Muir
- EL: 60 points from standard (1-year) | |

		CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: John Muir • EL: 142.4 points below standard				
Priority 4	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into the UC or CSU (CA Dashboard)	29.8% California Dashboard (Fall 2023)			35% California Dashboard	
Priority 4	Percent of pupils who completed CTE Pathway CCI Indicator	All Students: 64.4% • EL: 28.6% • Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting • SED: 64.1% California Dashboard (Fall 2023)			70% Increase 1.86% annually within All Student and Unduplicated Pupils California Dashboard	

Priority 4	Percentage of pupils who have completed both UC/CSU requirements and CTE Pathways

CCI Indicators | 26.4%

California Dashboard (Fall 2023) | | | 32%

California Dashboard | |
| Priority 4 | EL's making Progress towards English proficiency-ELPAC

English Learner Progress Indicator (ELPI) | 46.5% made growth

Dashboard (Fall 2023)

ELPAC Summative Scores-Status

Level 4: 13.10% Proficient
Level 3: 33.13% Moderately Developed

Educational Testing Service-ELPAC Reporting

School Sites with Student Groups with Red Dashboard Indicators within the LEA:

Bret Harte
24.4% made growth

John C. Fremont
34.4% made growth | | | 52.5% making growth (Equivalent to 2% growth annually)

Dashboard

ELPAC Summative Scores-Status

2% growth annually in Levels 3 and 4

Educational Testing Service-ELPAC Reporting

School Sites with Student Groups with Red Dashboard Indicators:

Outcomes taken from school site SPSA

Bret Harte | |

					Increase by 10% (1-year) John C. Fremont Improve by 10% (1-year)	
Priority 4	EL Reclassification Rate	14.9% CALPADS Reports (2022-23 EOY 2.16 and Fall 1.1)			Increase reclassification rate by 1.2% every year	
Priority 4	AP Exam pass rate Percent of pupils that pass AP exams with a score of 3 or higher (CA Dashboard-Additional Reports)	0%* To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students. CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.			1% CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	
Priority 4	Percentage of pupils who participate in or demonstrate college preparedness CCI Indicator	All Students: 48.5% • EL: 15.4% • Foster Youth: * student group consists of 1-10 students which is below the minimum			54.5% Increase by 2% annually within All Student and Unduplicated Pupils	

		size for any reporting • SED: 47.9 (C/C Levels & Measures Reports) School Sites with Red Dashboard Indicators for All Students: Kings Lake 2.9% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake • Hispanic: 3.1% • SED: 3% • SED: 3.0%			(C/C Levels & Measures Reports) School Sites with Red Dashboard Indicators for All Students: Outcomes taken from school site SPSA Kings Lake 5% growth (1-year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Kings Lake • Hispanic: 5% growth • SED: 5% growth (1-year)	
Priority 5	School attendance rates P2 Report	94% 2023-24			96% School Attendance Rate	

Priority 5	Chronic absenteeism rates California Dashboard	Chronic Absenteeism Rates: All Students: 29.8% Chronically Absent SWD: 39.4% Homeless: 57.8% EL: 26.3% White: 34.5% Foster: 40% African American: 33.9% California Dashboard (Fall 2023)			Chronic Absenteeism Rates: All Students: 10% Chronically Absent SWD: 20% Homeless: 20% EL: 10% White: 15% Foster: 20% African American: 15% California Dashboard (Fall 2023)	
Priority 5	Middle school dropout rates	0.13% Source: CALPADS Reporting (District Analysis)			0% Source: CALPADS Reporting (District Analysis)	
Priority 5	High school dropout rates	1.5% Source: CDE Dataquest Reporting			1.0% Source: CDE Dataquest Reporting	
Priority 5	High school graduation rates	89.4% California Dashboard (Fall 2023) School Sites with Red Dashboard Indicators			90.5% Graduation Rate (0.4 increase yearly) School Sites with	

		for All Students: Kings Lake 60% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake • Hispanic: 60.5% • SED: 61.5% • SED: 61.5%			Red Dashboard Indicators for All Students: Outcomes taken from school site SPSA Kings Lake 8% growth (1-year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Kings Lake • Hispanic: 7.5% growth • SED: 6.5% growth (1-year)	
Priority 6	Pupil suspension rates	District: 6.9% Suspended at least once **SWD: 11.5% **Homeless: 23.4% (DA) EL: 4.7%			4.5% Suspended at least once Decrease by 0.8% annually for all student groups	

		**White: 10.6% Foster: 9.7% African American: 12.9% SED-7.5% California Dashboard (Fall 2023) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 12.6% Mark Twain: 8.1% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High • SWD: 14.3% John Muir • EL: 12.9% • SED: 13.4% • SWD: 22.4% Mark Twain • Hispanic: 8.1%			Schools Sites with Red Dashboard Indicators for All Students within LEA: Outcomes taken from school site SPSA John Muir: decrease by 2.6% Mark Twain: decrease by 0.3% (1year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Corcoran High • SWD: Reduce by 1.6% (1 year) John Muir • EL: decrease by 2.6%	

		• SED: 8.6% • SWD: 15.1%			• SED: decrease by 2.6% • SWD: decrease by 2.6% (1 year) Mark Twain • Hispanic: decrease by 0.3% • SED: decrease by 0.3% • SWD: decrease by 0.3% (1 year)	
Priority 6	Pupil expulsion rates	0.20% Source: CDE Dataquest (2022-23)			0.1% Source CDE Dataquest	
Priority 7	A. Students have access to a broad course of study B. Programs and Services provided to unduplicated pupils C. Programs and Services provided to individuals with exceptional needs	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education			7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education	

| | | 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music

EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by district and school-site schedules.

EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule.

100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education

7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music

100% of students with exceptional needs in Grades 9-12 have | | | 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music

EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by district and school-site schedules.

EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule.

100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education | |
|---|---|---|---|---|---|---|

		access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education AERIES (2023-24)			7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education AERIES	
Priority 8	Pupil Outcomes: Local Benchmark Assessment-ELA	Met or Exceeds Standards on Local Benchmark Assessment-ELA Grade K All: 51% Grade K EL: 42% Grade 1 All: 53% Grade 1 EL: 35% Grade 2 All: 16% Grade 2 EL: 9% Grade 3 All: 6% Grade 3 EL: 1% Grade 4 All: 8% Grade 4 EL: 2% Grade 5 All: 33% Grade 5 EL: 12%			Local Benchmark--ELA Overall: All Students and Student Groups listed: Increase by 5% annually	

		Grade 6 All: 16% Grade 6EL: 3% Grade 7 All: 54% Grade 7 EL: 16% Grade 8 All: 55% Grade 8 EL: 27% Grade 9 All: 58% Grade 9 EL: 0% Grade 10 All: 47% Grade 10 EL: 27% Grade 11 All: 42% Grade 11 EL: 30% District Averages for Unduplicated Pupils who meet or exceed: Low Income (35%) English learners (16%) Foster Youth (31%) All Students (36%) School City (2023-24)				
Priority 8	Pupil Outcomes: Local Benchmark Assessment-Math	Met or Exceeds Standards on Local Benchmark Assessment-Math Grade K All: 71% Grade K EL: 67% Grade 1 All: 59% Grade 1 EL: 56% Grade 2 All: 29% Grade 2 EL: 22% Grade 3 All: 15% Grade 3 EL: 10%			Local Benchmark--Math Overall: All Students and Student Groups listed: Increase by 5% annually	

Grade 4 All: 13%
Grade 4 EL: 0%
Grade 5 All: 23%
Grade 5 EL: 13%

Grade 6 All: 29%
Grade 6EL: 3%
Grade 7 All: 24%
Grade 7 EL: 10%
Grade 8 All: 27%
Grade 8 EL: 5%
JMMS Math 1 All: 28%
JMMS Math 1 EL: 36%

CHS Math 1 All: 21%
CHS Math 1 EL: 26%
CHS Math 2 All: 22%
CHS Math 2 EL: 15%
CHS Math 3 All: 19%
CHS Math 3 EL: 14%

District Averages for
Unduplicated Pupils
who meet or exceed:

Low Income (31%)
English learners (29%)
Foster Youth (22%)
All Students (31%)

School City (2023-24)

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	Support for Student Learning	Staff and assessment software to support teachers with program implementation, teacher coaching, professional development, instruction, data collection, intervention, and progress monitoring for students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless ((Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) John Muir Middle School - EL (SPSA Goal 1 Activity 1.2, 1.3, 1.5) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4)	$2,515,476.00	Yes

		This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) John Muir Middle School - EL (SPSA Goal 1 Activity 1.1, 1.3) This will be addressing DA group-Homeless in the area of ELA and Math.		
1.2	Support for English Learners	English learners' language acquisition will be supported through professional development and coaching of strategies by coaches; supported in learning of core content by intervention staff; and monitored for progress on an ongoing basis to determine EL services. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4)	$734,421.00	Yes
1.3	Support for Long Term English Learners	Enhance programs specifically tailored for the needs of Long Term English Learners such as intensive English language development courses or extended learning opportunities focused on language acquisition. Support services may include but are not limited to: additional support staff to support students in grades 6-12 in order to develop individualized learning plans for LTELs, outlining specific goals, interventions, and progress monitoring strategies tailored to their language proficiency levels and academic needs; materials to support LTEL language acquisition; professional development for teachers focused on effective instructional strategies for LTELs, parent workshops on supporting English language development at home; tutoring programs that can support LTELs in language acquisition and academic content. Specifically to address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District - EL	$251,434.00	Yes

		John Muir Middle School - EL (SPSA Goal 1 Activity 1.2, 1.3, 1.5) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5)		
1.4	Academic Counselor	Academic Counselor support students who face barriers to academic achievement by: • Monitoring progress using an early intervention screener. • Coaching students in developing goals and assessing their progress. • Collaborating with colleagues to address barriers to academic success. • Assisting with outreach efforts for families to remove barriers to school participation. Specifically to address the following School Sites with Reds Dashboard Indicators for All Students within LEA on the 2023 Dashboard: Kings Lake Education Center Specifically to address the following Red student groups on the College and Careers Indicator (CCI) on the 2023 Dashboard: Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group) Specifically to address the following Red student groups on the Graduation Rate Indicator on the 2023 Dashboard: Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3: Braided funds from Title I to explicitly address SWD student group) Funds will be braided with funding from SPSA to support the Hispanic and All Student group in the areas of Graduation and CCI.	$146,322.00	Yes
1.5	Smaller Class Sizes	Reduce class size in the primary grades to 24:1 and in the upper grades (6-12) core classes to 28:1. Class sizes are contract based at 30:1 at all grade levels. As part of the Grade Span Adjustment, we will continue to move towards/maintain the 24:1 class sizes in K-3 and 28:1 in grades 6-	$3,923,879.00	Yes

		12. English learners, Foster Youth and Low-income students will receive more individualized attention and interact more with the teacher when their class size is smaller. Teachers will have the ability to work with ELs, FY, and Low-income students in small groups, on an individual basis, and with greater frequency when class sizes are smaller. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless (Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) This will be addressing DA groups-Homeless listed above in the area of ELA and Math. Funds will be braided through with funds in the SPSA & ARP funding.		
1.6	Broad Course of Study	To ensure access to a broad course of study for students that includes visual and performing arts, STEM (Science/Technology/Engineering/ Math), health and nutrition, career technical education, physical education for all students, extracurricular and co-curricular, and study trips that support science, social science, English language arts, math or VAPA.	$1,328,874.00	Yes

1.7	Library and Technology Programs	Ensure access to supplemental resources in the school libraries to support literacy programs which will meet the diverse needs of students and encourage involvement with school literacy. Supports may include, but are not limited to: • Personnel to support literacy programs in the library • Software to sustain paid and free online content • ERS for professional development of personnel and to help provide access of content for students at home • Personnel to maintain technology and implement the use of technology and digital integration • Personnel to provide support for staff and student devices and update of devices	$1,024,613.00	Yes
1.8	Career and Technical Education (CTE) Pathways	Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. Career Technical Education offerings include, but are not limited to, courses in Patient Care Pathway (CNA, EMR/EMT), Ag. Mechanics Pathway, Animal Science Pathway, Art Pathway, Education Pathway, Games & Simulation Pathway, Business Pathway, and Fashion Pathway.	$973,067.00	Yes
1.9	Facility Expansion	Expand facilities to create intervention centers equipped with resources and technology to support targeted interventions. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard:	$1,300,000.00	Yes

		District - African American, EL, Homeless (Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) This will be addressing DA groups-Homeless listed above in the area of ELA and Math. Funds will be braided through with ELOP funds.		
1.10	Student Well-being	The district will provide wrap-around health services for students' wellbeing centered around the District's Mission, "We are relentless in creating a positive, safe and stimulating environment for all to improve mind, character and body." Supports for this action may include, but are not limited to: • Health Service Coordinator • School Nurse • LVN/Clerk/CNA • Behavior Counselors • School Psychologists • Mental Health Clinicians • Other personnel or multi-tiered system of supports that may contribute in promoting positive school climates by encouraging positive student behaviors, and interventions meant to proactively intervene, emphasize prevention and instruction rather than punitive discipline Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Homeless, SWD, White (Braided funds from Title I and ARP to explicitly address Homeless, SWD and White student groups) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3) (Braided funds from Title I to explicitly address SWD student group) John Muir Middle School - All Students, EL, SED, SWD (SPSA Goal 2	$1,734,006.00	Yes

| | | Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups)
Mark Twain - All Students, Hispanic, SED, SWD (SPSA Goal 2 Activity 2.2: Braided funds from SPSA 2.2 to explicitly address all mentioned student groups)

This will be addressing DA groups-Homeless listed above in the area of suspensions. Funds will be braided through with funds in the SPSA. | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a welcoming, safe, and nurturing school environment that fosters parent engagement and collaboration.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

It is our goal to ensure that all students, their families, and staff experience positive, safe, welcoming and nurturing schools. We understand that research illustrates positive, supportive relationships among students and adults at school as the predictors of academic, personal, and social success. The goal is also developed based on the significant staff, parent, student, and community input we have received through active educational partner engagement strategies including listening sessions, board meetings, surveys, and educational partner meetings.

Strong, positive relationships do not occur by accident but are intentionally created as part of the development of engaging, supportive, and relationship building environments that develop student and staff social-emotional competencies. Students learn when they feel seen and feel valued. They also learn more when they are asked to do challenging work and can exercise autonomy and choice in directing their learning. We strive to create an environment where every student is engaged through social-emotional learning strategies that invite participation, excite and engage through authentic connections, provide multiple access points for different learning styles and needs, encourage reflection and provided strategies to self-regulate.

Staff, families, and community partners are essential members of our learning community, and the relationships we nurture and grow with each other are mirrored in the relationships we develop with our students. It is imperative that we attend to the implementation of evidence-based strategies to develop trust and strengthen our systems of social-emotional capacity and support through ongoing outreach, partnership, collaboration, and co-creation within a framework of culturally sustaining practices, ongoing communication, and active engagement. By improving the school environment and communication, we hope to improve the experiences (feeling safe) and school connectedness of all educational partners.

Some of the data that highlights the work that needs to be done includes survey results for 2023-24:

Feeling safe:
* Students 3-5 Overall: 45%

* Students 6-12 Overall: 40%
* Staff/Teachers: 88%
* Parents/Families: 70%

School Connectedness (Belonging):
* Students 3-5 Overall: 49%
* Students 6-12 Overall: 24%
* Staff/Teachers: 80%
* Parents/Families: 81%

Chronic Absenteeism: All Students: 29.8% Chronically Absent

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Priority 3	Parental Involvement Priority 3: Parental Involvement (2024 Family Survey) A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site Parent Square: B. How the school district will promote parental participation in programs for unduplicated pupils	a. 411 parent responses • EL -63 responses • SED-219 responses • FY-2 b. Provide 1 newsletter per quarter to promote parental participation in programs for unduplicated pupils c. Provide 1 newsletter per quarter to promote parental participation in programs for students with disabilities			a. Increase by 2% each year for overall and for unduplicated pupil parent response b. Increase to 1 newsletter per month to promote parental participation in programs for unduplicated pupils c. Increase to 1 newsletter per month to promote parental participation in	

	C. How the school district will promote parental participation in programs for students with disabilities				programs for students with disabilities	
Priority 5	Chronic absenteeism rates California Dashboard	Chronic Absenteeism Rates: All Students: 29.8% Chronically Absent SWD: 39.4% Homeless: 57.8% EL: 26.3% White: 34.5% Foster: 40% African American: 33.9% SED-30.7% California Dashboard (Fall 2023)			Chronic Absenteeism Rates: All Students: 10% Chronically Absent Decrease by 3.33% annually for all student groups California Dashboard (Fall 2023)	
Priority 6	Pupil suspension rates	District: 6.9% Suspended at least once **SWD: 11.5% **Homeless: 23.4% (DA) EL: 4.7% **White: 10.6% Foster: 9.7% African American: 12.9% SED-7.5% California Dashboard			4.5% Suspended at least once Decrease by 0.8% annually for all student groups Schools Sites with Red Dashboard Indicators for All Students within LEA: Outcomes taken	

		(Fall 2023) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 12.6% Mark Twain: 8.1% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High • SWD: 14.3% John Muir • EL: 12.9% • SED: 13.4% • SWD: 22.4% Mark Twain • Hispanic: 8.1% • SED: 8.6% • SWD: 15.1%			from school site SPSA John Muir: decrease by 2.6% Mark Twain: decrease by 0.3% (1year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Corcoran High • SWD: Reduce by 1.6% (1 year) John Muir • EL: decrease by 2.6% • SED: decrease by 2.6% • SWD: decrease by 2.6% (1 year) Mark Twain	

					• Hispanic: decrease by 0.3% • SED: decrease by 0.3% • SWD: decrease by 0.3% (1 year)	
Priority 6	School Climate Survey-Students Percentage of favorable responses in the area of 'safety'	Student Safety: Grade 3-5 All Student-45% EL-41% SED-46% Hispanic-46% White-43% African American-22% SWD-47% Foster-n/a Homeless-44% Grade 6-12 All Student-40% EL-41% SED-40% Hispanic-40% White-23% African American-30% SWD-42% Foster-38% Homeless-40%			Increase by 5% each year	
Priority 6	School Climate Survey-Students Percentage of favorable	Student Connectedness: Grade 3-5			Increase by 5% each year	

	responses in the area of 'connectedness' (Belonging)	All Student-49% EL-50% SED-49% Hispanic-49% White-48% African American-41% SWD-50% Foster-n/a Homeless-58% Grade 6-12 All Student-24% EL-25% SED-24% Hispanic-24% White-23% African American-25% SWD-26% Foster-30% Homeless-17%				
Priority 6	School Climate Survey-Staff Percentage of favorable responses in the area of 'safety'	Staff Safety: 88%			Increase by 0.67% each year	
Priority 6	School Climate Survey-Staff Percentage of favorable responses in the area of 'connectedness' (Belonging)	Staff Connectedness: 80%			Increase by 3.34% each year	

Priority 6	School Climate Survey-Parents Percentage of favorable responses in the area of 'safety'	Parent Safety: 70%			Increase by 5% each year	
Priority 6	School Climate Survey-Parents Percentage of favorable responses in the area of 'connectedness' (Belonging)	Parent Connectedness: 81%			Increase by 3% each year	

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	Safe Environments	The district promotes the safety of students by providing assistance in supervising students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. Supports for this action may include, but are not limited to: • Personnel for the supervision of students • Equipment to monitor students and school sites • Professional Development for personnel that address and maintain student safety Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Homeless, SWD, White (Braided funds from Title I to explicitly address SWD and White student groups) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3) (Braided funds from Title I to explicitly address the SWD student group) John Muir Middle School - All Students, EL, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) Mark Twain - All Students, Hispanic, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) This will be addressing DA groups-Homeless listed above in the area of suspensions. Funds will be braided through with funds in the SPSA.	$2,040,620.00	Yes
2.2	Promote Attendance and Reduce Chronic Absenteeism	Timely outreach will offer resources & support to resolve barriers to attendance. Support school staff with attendance intervention strategies, home visits, collaborate with school staff to utilize absence data to inform the local and district communities about attendance issues. Supports for this action may include, but not be limited to: • Supplemental software to monitor excessive absenteeism and unexcused absences • Supplemental personnel utilized for outreach to intervene early	$443,881.00	Yes

| 2.3 | Increase Parent Education and Involvement | We will offer and implement parent workshops, to help parents with navigating the school system while supporting the overall academic and social-emotional well-being of students. This initiative offers a variety of parent education programs aimed at increasing engagement and involvement, such as but not limited to Academic Excellence, Family Nutrition, Health and Wellness to help meet the diverse needs of families. The programs are qualitatively and quantitatively evaluated annually and adjusted to meet the needs of all families. Supports for this action may include, but are not limited to:

• Supplemental software for communication
• Support staff to coordinate trainings, promote communication, provide translation services, assist in the coordination of services | $88,954.00 | Yes |

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure equitable access to high-quality education and resources for those who have been historically underserved.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in CDE's Stability Rate Data Report.
School sites are eligible for Equity Multiplier funds based on:
* Prior year non stability rates greater than 25% and
* Prior year socioeconomically disadvantaged pupil rates greater than 70%

Kings Lake Education Center: School Site Council for LCFF Equity Multiplier
Trends and key themes that arose during the meeting with SSC:

1. School Facilities and Resources
a. Space for Activities:
- Need for more room to accommodate various school activities

b. Equipment and Facilities:
- Requests for more sports equipment for breaks and lunch, indicating a need for better recreational resources
- Suggestions for additional facilities like a washer and dryer for student laundry and sports uniforms
- Better coverage during inclement weather to ensure students have adequate protection and can continue activities despite weather conditions

2. Discipline and Attendance
a. Alternative Discipline Methods:
- Preference for restorative justice, Saturday school, and detention over suspensions to keep students engaged and reduce absenteeism

- Interest in innovative ways to make up for lost attendance, indicating a desire to keep students in school and accountable without harsh penalties

3. Academic Support and Flexibility
a. Credit Completion:
- Desire to remove the credit limit/cap, allowing students to complete as many credits as possible, reflecting a need for flexible and accelerated learning options for students aiming to catch up or advance
- Allowing devices to go home to enable students to complete more work and earn credits outside school hours

b. Alignment with Mainstream Schools:
- Suggestion to mirror CHS graduation requirements, enabling staff to teach specific subjects like math and science in person to better prepare students for graduation and post-secondary education.

4. Extracurricular and Engagement Opportunities
a. Sports and Competitive Leagues:
- Proposal to set up sports leagues with other alternative education schools to motivate students and foster a sense of belonging.
- Formation of an Esports league, tapping into the growing interest in competitive gaming to engage students.

b. Spirit and Community Building:
- Incorporation of a spirit week to boost school spirit and foster a sense of community among students.

5. Counseling and Career Support
a. Dedicated Counselor:
- Hiring a counselor to assist with college and career planning, helping students set goals, find volunteer opportunities or jobs, and navigate processes like FAFSA and resume building
- Emphasis on individualized support for developing smart plans and goals.

The responses indicate a comprehensive approach to improving the school environment, focusing on both academic flexibility and overall student welfare. Key trends include the need for better facilities and resources, alternative disciplinary methods, enhanced academic support, increased extracurricular activities, dedicated counseling for career and college planning, and a supportive environment that addresses the holistic needs of students. By addressing these areas, the school can create a more engaging, supportive, and effective learning environment for its students.

Educational partners requested the need for a Counselor to support students in completing the FAFSA, resume building and supporting in finding volunteer or job opportunities to drive career opportunities. In addition, they requested that this person also support in the development of individualized plans for success and to set goals. They believe that this person would be able to mentor and drive their college and career opportunities. These suggestions were in line with supporting the school with their "Red" status in the College and Career and the Suspension Rate Indicator. Therefore, Goal 3, Action 3.1 is a result of the feedback from the School Site Council to support College

and Career readiness and to help reduce suspensions by developing plans and goals for success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Priority 5	Graduation Rate	Kings Lake Education Center: 60% graduated Hispanic-60.5% SED-61.5% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School: No graduate data Corcoran Academy: No graduate data			KLEC: Increase by 3% each year MCDS: No graduate data since there are no 12th grade students enrolled. If in the next 3 years there is 12th grade enrollment, increase to 95% and maintain. Corcoran Academy: No graduate data since there are no 12th grade students enrolled. If in the next 3 years there is 12th grade enrollment, increase to 95% and maintain.	

Priority 5	Attendance Rates	Kings Lake Education Center: 95% Mission Community Day School: 100% Corcoran Academy 29%			KLEC: Increase by 1% each year MCDS: Maintain attendance at 95% or higher Corcoran Academy: Increase by 22% each year	
Priority 6	Suspension Rates	Kings Lake Education Center: 5.6% suspended at least one day Hispanic-5.9% SED-6.2% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School 42.1% students suspended at least one day Hispanic-44.4% SED-44.4%			KLEC: Decline by 0.5% each year MCDS: Decline by 10.7% each year Corcoran Academy: Maintain current suspension rate (0%)	

| | | **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, Foster Youth, Homeless

Corcoran Academy
No suspension data | | | | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Success Counselor	Counselor to support students who face barriers to academic achievement by: • Monitoring progress using an early intervention screener • Coaching students in developing goals and a course of action for graduation • Support students by assisting in the completion of FAFSA, resume building, job seeking or other services needed for college or career placement after graduation • Tracking attendance and implementing a plan to increase attendance • Reducing behavior incidents and creating individualized plans • Identified at-risk students to provide early intervention counseling (Behavior and/or Academic)	$196,322.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,772,718	$1,771,513

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.308%	0.000%	$0.00	40.308%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support for Student Learning **Need:** In CAASPP-ELA, the All Student group performed at 50.7 points below standard (Orange) compared to English learners who were 89.3 points below standard (Red), Foster Youth (No Color), and Low-income students who were 56.4 points below standard	After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate for all students. In order to address this condition of our unduplicated students, we will continue to provide intervention supports for student learning by way of staff and assessment software.	The services under Action 1.1 are LEA wide, but are principally directed to support our unduplicated pupils. Because of the lower performance rate of the unduplicated pupils, we expect that the lower performance rate of the unduplicated pupils will

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
	(Orange). In CAASPP-Math, the All Student group performed at 89.5 points below standard (Yellow) the performance for English learners was 112 points below standard (Orange), Foster Youth (No Color), and Low-income students were 93.5 points below standards (Yellow). **Scope:** LEA-wide		increase by 6 points in ELA and 5 points in Math annually.
1.4	**Action:** Academic Counselor **Need:** After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students who are prepared for College or Career at lower rates. Our EL students were at 15.4%; our low-income at 47.9%; compared to our All students group at 48.5%. **Scope:** Schoolwide	The Foster Youth group did not have a score due to their size. In order to address the condition of our unduplicated students, we will continue to provide an Academic Counselor to support students who face barriers to academic achievement. The Academic Counselor will coach students in developing goals, assessing their progress, address barriers, and assist with outreach efforts.	The services under Action 1.4 are LEA wide, but are principally directed to support our unduplicated pupils. Because of the lower rates of unduplicated pupils being prepared, we expect that the number of unduplicated students meeting this requirement will increase by 2% as prepared for College or Career.
1.5	**Action:** Smaller Class Sizes **Need:** After assessing the needs of our unduplicated students, we determined that they need additional supports in English language arts and mathematics. In ELA, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income	In order to address this need for our unduplicated students, we will be reducing classroom sizes at K-12 in all core areas. Currently, class sizes are contract based at 30:1 in K-12, therefore reducing them to the LCFF target of 24:1 for K-3 and 28:1 for grades 6-12 will allow unduplicated pupils to receive more individualized attention, increased 1-1 support, and to interact more with the teacher. It will also allow teachers to have more flexibility to	These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the lower classroom sizes, and because the actions meet the needs most associated with small group instruction and

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
	(35%), English learners (16%), and Foster Youth (31%) compared to All Students (36%). In Math, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income (31%), English learners (29%), and Foster Youth (22%) compared to All Students (31%). **Scope:** LEA-wide	use different instructional approaches and to use personalized instruction during the day.	experiences of smaller class ratios, the number of unduplicated students meeting proficiency will increase by 5%.
1.6	**Action:** Broad Course of Study **Need:** In ELA, the district benchmarks show unduplicated pupils with passing rates of the following: Low Income (35%), English learners (16%), and Foster Youth (31%) compared to All Students (36%). **Scope:** LEA-wide	After assessing the needs of our unduplicated students, we determined that they will continue to require enrichment opportunities that provide a broad course of study for students in K-8th grades. Low-income students, English Learners, and Foster Youth may lack the resources necessary to experience and courses of study that have shown to improve student engagement, increase academic performance, and influence motivation. The actions and services provided in Action 1.6 were developed to support our unduplicated pupils by providing them with a well-rounded or broad course of study in mind. In order to address this need for our unduplicated pupils, we will continue to provide VAPA, STEM, CTE, PE, study trips, and health and nutrition starting at Kindergarten. We understand the value of a well-rounded education for all students and how this can open up opportunities for college and career.	The services under Action 1.6 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by increasing the passing rates of their ELA assessments equal to those of the All Student group by 5%.
1.7	**Action:** Library and Technology Programs **Need:** In CAASPP-ELA, the difference is English learners were 89.3 points below standard	After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate for all students. In order to address this condition of our unduplicated students, we will continue to	The services under Action 1.7 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by

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
	(Red), Foster Youth (No Color), and Low-income students were 56.4 points below standard (Orange). **Scope:** LEA-wide	provide personnel to support activities to implement literacy programs in the library, software to sustain free or paid online literacy content, and services to provide Professional development to personnel to access supplemental resources to meet diverse needs, build engaging environments, and encourage involvement with school libraries.	lowering the performance rate of the unduplicated pupils will increase by 6 points in each area every year for the next 3 years.
1.8	**Action:** Career and Technical Education (CTE) Pathways **Need:** 100% of our unduplicated pupils have access to these CTE pathways during their enrollment at Corcoran High School. CTE completion rates of at least one pathway based on Dashboard Additional Reports: CCI information for our unduplicated pupils are as follows: Low-income (64.1%), English Learners (28.6%), Foster Youth (* due to the low number of students in this subgroup, a percent could not be provided by Dataquest). This is compared to the All Student completion rate of 64.4%. **Scope:** Schoolwide	After assessing the needs of our unduplicated students, we determined that they will continue to require these services as they play an important role in their education. In order to address this need for our unduplicated pupils, we will continue to provide teachers and staff for CTE courses that prepare students for post-secondary education and careers, coursework that provides work-based learning opportunities, and/or the necessary materials needed for students to successfully complete their coursework. These services will help increase services to unduplicated pupils and help them to connect with real world experiences.	The services under Action 1.8 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by improving their CTE completion rate by 1.86% annually.
1.9	**Action:** Facility Expansion **Need:** In ELA, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income (35%), English learners	After assessing the needs of our unduplicated students, we determined that they need additional supports in English language arts and mathematics. In order to address this need for our unduplicated students, we will be expanding our facilities to create intervention centers equipped with resources and technology to support targeted	The services under Action 1.9 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils' performance on their ELA

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
	(16%), and Foster Youth (31%) compared to All Students (36%). In Math, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income (31%), English learners (29%), and Foster Youth (22%) compared to All Students (31%). **Scope:** Schoolwide	interventions for our unduplicated pupils. This is necessary because the intervention room at each site is impacted. There are 4-5 groups per room, which gets loud and crowded. The intervention is for ELA and there is no additional room for math. There is a need for additional facilities to support intervention instruction for unduplicated pupils.	and math district benchmark assessments will increase the passing rates of their assessments equal to those of the All Student group by 5%.
1.10	**Action:** Student Well-being **Need:** A review of unduplicated students' Suspension rates indicates an overall rate of 6.9% students suspended at least one day (Orange), with English Learners at 4.7% which is lower than the district rate (Orange), Low-income students at 7.5% (Orange), and Foster Youth increasing to 9.7% (Orange). Although EL is currently lower than the All Student group, they have been higher than the average at specific sites. Therefore, they will be monitored and reported as an area of need. **Scope:** LEA-wide	In consideration of this gap and the increased circumstances of Low-income students and Foster Youth, we decided to continue wrap-around health services for students to proactively identify physical and mental health needs, support behavior through counseling. We understand students who are low-income and foster youth may lack the resources needed to access these types of services as well as the social supports that are needed to reduce barriers to learning. These barriers may affect attendance, time out of class, and increase suspensions. Therefore, the needs of our unduplicated students were considered as we developed this action.	The services under Action 1.10 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils' well-being and attendance by decreasing the suspension rates by 2.4% on the CA Dashboard Suspension Rate indicator over the next 3 years (0.8% annually).
2.1	**Action:** Safe Environments **Need:** Due to the high suspension rate, safe environments remain a priority to the district as they have an influence on attendance and	Though English learner rates are less than the All students rate, we wish to maintain or decrease their suspension rate. In consideration of this gap and the increased circumstances of Low-income students and Foster Youth, we decided to continue providing support services to increase the safety of students by providing assistance in supervising	The services under Action 2.1 are LEA wide, but are principally directed to support the well-being and attendance of our unduplicated pupils at a higher rate by decreasing

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
	absenteeism rates. A review of unduplicated students' Suspension rates indicates an overall rate of 6.9% students suspended at least one day (Orange), with English Learners at 4.7% which is lower than the district rate (Orange), Low-income students at 7.5% (Orange), and Foster Youth increasing to 9.7% (Orange). Although EL is currently lower than the All Student group, they have been higher than the average at specific sites. Therefore, they will be monitored and reported as an area of need. **Scope:** LEA-wide	students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. The middle school and high school will continue to be provided with additional campus security, while all schools are monitored by security cameras to ensure the safety of all students at all times. Emergency Drill and safety training is provided for staff and students at each site by our Safety/Security Coordinator. Additionally, the safety needs of the district are addressed throughout the year with the help of a canine, as needed. We believe that this focus on safe school environments plays an important role in the decline in school suspensions.	the suspension rates by 2.4% on the CA Dashboard Suspension Rate indicator over the next 3 years (0.8% annually).
2.2	**Action:** Promote Attendance and Reduce Chronic Absenteeism **Need:** A review of unduplicated students' Chronic Absenteeism rates indicate English Learners were at 26.3% (Yellow), Low-income students at 30.7% (Yellow) and Foster Youth at 40% (Orange) compared to All Students at 29.8% (Yellow). **Scope:** LEA-wide	In consideration of these high rates in Chronic Absenteeism for most unduplicated student groups, we decided to continue to support school staff with attendance intervention strategies, supplemental software, and support staff to help inform parents and the community about attendance issues. With 92.5% of unduplicated students being chronically absent in the district, services will be provided LEA-wide to All Students (29.8% Chronically Absent).	The services under Action 2.2 are LEA wide, but are principally directed to support the improved attendance of our unduplicated pupils at a higher rate by decreasing their chronic absenteeism rates by 10% on the CA Dashboard Chronic Absenteeism indicator in three years (3.33% annually).
2.3	**Action:** Increase Parent Education and Involvement	After assessing the needs of our unduplicated students, we determined that communication between parents and the schools play an important role in their academic achievement. We considered the academic performance of our	The services under Action 2.3 are LEA wide, but are principally directed to support the improved performance of our

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: On the LCAP Survey, 81% of Families reported favorably to feeling connected to the school. Parental involvement in schools lead to better student attendance, behavior, grades and social skills. This impacts how students feel connected to their school: Grade 3-5: EL (50%), SED (49%), FY (n/a not enough students), All Students (49%) Grade 6-12: EL (25%), (24%), FY (30%), All Students (24%). **Scope:** LEA-wide	unduplicated students to have a lower performance rate than the performance rate for all students. Students from low-income families, English learners and students who are Foster Youth may lack the resources needed to access supports to increase their performance at school such as interventions or services related to increasing student performance. In order to address this need for our unduplicated pupils, we will offer parent workshops and help parents navigate the school system so they can help support the academic and socio-emotional well-being of their children.	unduplicated pupils by increasing the percentage of families who respond favorably to connectedness by 3% every year for the next three years. For unduplicated pupils at all grade levels, increase the percentage that respond favorably to connectedness by 5% annually.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Support for English Learners **Need:** After assessing the needs, conditions, and circumstances of our English learners, we learned that only 46.5% are making progress towards English language proficiency. Of these students, only 13.10% scored a score of 4, or well developed on the Summative ELPAC.	Because of the lower performance of the English learners, we will continue to provide the middle school and high school with EL teachers who provide Designated ELD time to our English learners, who collaborate with core teachers, and who provide instructional strategies to core teachers to meet the needs of our EL students. LEA-wide we will continue to provide an ELL District Coach to support teachers and coaches with training and EL instructional strategies for their classrooms. This will help EL students gain English proficiency.	These actions are being provided to English learners to ensure they make progress towards English language proficiency and for reclassification. We expect their performance to increase by 2% annually for the next three years on the ELPI.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.3	**Action:** Support for Long Term English Learners **Need:** After assessing the needs, conditions, and circumstances of our Long Term English learners (LTEL), we learned that 23% of our English Learners are LTEL. **Scope:** Limited to Unduplicated Student Group(s)	Because of the numbers of LTELS, we will provide additional staff to support the LTEL students in developing an ILP to set goals for improvement, provide materials that support LTEL language development, provide PD to teachers on effective instructional strategies for LTEL, support parents with workshops on how to assist their children at home and provide tutoring programs that can support LTELs.	These actions are being provided to LTEL to ensure they make progress towards reclassification. We expect the number of LTEL students to decrease to under 20% in three years. We will set individual thresholds for every site. These will be reported as a Met/Not Met at the district level.

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.

Corcoran Joint Unified School District has calculated supplemental and concentration funds to be $13,772,718, which results in a required percentage of 40.308%, based on the number of Low Income, Foster Youth, and English Learners. Demographics of the district indicate that our unduplicated students constitute 92.5% of the student population. All district goals are designed to meet the needs, conditions, and circumstances of these targeted students. By implementing district-wide goals and district-wide programs to close the achievement gap for these students, our remaining 7.5% of students automatically receive similar key programs. We have worked to provide increased and improved services to our highest need students as the challenges and impact of the pandemic have widened achievement and access gaps for our student population. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and educational partner input. The targeted funds will be used in various ways, including the following activities. The district will continue to provide professional development that trains staff in providing the best first instruction and developing Professional Learning Communities. Additional professional development opportunities will continue to focus on the needs of English learners and struggling students throughout the year. The district will maintain additional staff including safety supervisors and crossing guards to ensure the safety of all students to and from school. ParentSquare will be used by the District to effectively communicate to parents about upcoming events, meetings, updates to school plans, safety information, and student performance. Each of our schools operate under Schoolwide Title I programs, ensuring supplemental services are delivered to the unduplicated student population.

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.

Additional concentration grant add-on funding will continue to be used to provide direct services to students at schools that have a high concentration of unduplicated pupils. All of our schools are above the unduplicated pupil threshold of 55%. Below is how the staff is used to provide direct services to students at schools who have a high concentration of unduplicated pupils:

Goal 1, Support for Student Learning-Action 1.1-Full time Vice Principal at each elementary school - The Vice-Principal at the elementary school sites will assist in the data collection, intervention and progress monitoring of students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. They will also support general and special education teachers with program implementation, teacher coaching, professional development, and instruction. This impacts the in-classroom supports received by unduplicated pupils and will provide additional support in the classrooms for students.

Goal 1, Student Well-being-Action 1.10-Full time Counselor at each elementary school- Each of the elementary schools will have a counselor position added at the school site to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. Counselors help promote positive school climate by encouraging positive student behaviors.

Goal 1, Student Well-being-Action 1.10-Full time (8-hour) Licensed Vocational Nurse at each school site- LVNs at the school sites will be increased from 5.75 hours to full 8-hour positions. Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.

Goal 1, Student Well-being-Action 1.10-Full time Health Care Coordinator shared by all school sites- A full time Health Care Coordinator, who is also a Registered Nurse, will be hired and split among all six school sites in the district in order to support the health needs of individual students such as eye exams, hearing exams, training of all LVNs in the District on adequate medical and health procedures, supporting school sites with medical needs that may arise, assisting in developing medical/health plans for students at school sites, training staff on First Aid procedures for students, and used to connect students and families to the appropriate services and resources.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	25:1
Staff-to-student ratio of certificated staff providing direct services to students	0	18:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$34,168,322	13,772,718	40.308%	0.000%	40.308%

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$16,505,547.00	$196,322.00	$0.00	$0.00	$16,701,869.00	$13,897,461.00	$2,804,408.00

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
1	1.1	Support for Student Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$2,231,151.00	$284,325.00	$2,515,476.00				$2,515,476.00
1	1.2	Support for English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3-year	$734,421.00	$0.00	$734,421.00				$734,421.00
1	1.3	Support for Long Term English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 5-12	3-year	$151,434.00	$100,000.00	$251,434.00				$251,434.00
1	1.4	Academic Counselor	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School, Kings Lake Education Center	3-year	$146,322.00	$0.00	$146,322.00				$146,322.00
1	1.5	Smaller Class Sizes	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$3,923,879.00	$0.00	$3,923,879.00				$3,923,879.00
1	1.6	Broad Course of Study	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$724,814.00	$604,060.00	$1,328,874.00				$1,328,874.00

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
1	1.7	Library and Technology Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$796,536.00	$228,077.00	$1,024,613.00				$1,024,613.00
1	1.8	Career and Technical Education (CTE) Pathways	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	3-year	$873,067.00	$100,000.00	$973,067.00				$973,067.00
1	1.9	Facility Expansion	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bret Harte Elementary, John C. Fremont Elementary, Mark Twain Elementary	3-year	$1,300,000.00	$0.00	$1,300,000.00				$1,300,000.00
1	1.10	Student Well-being	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$1,707,006.00	$27,000.00	$1,734,006.00				$1,734,006.00
2	2.1	Safe Environments	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$760,620.00	$1,280,000.00	$2,040,620.00				$2,040,620.00
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$401,889.00	$41,992.00	$443,881.00				$443,881.00
2	2.3	Increase Parent Education and Involvement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$0.00	$88,954.00	$88,954.00				$88,954.00
3	3.1	Success Counselor	All		No				Ongoing	$146,322.00	$50,000.00		$196,322.00			$196,322.00

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
$34,168,322	13,772,718	40.308%	0.000%	40.308%	$16,505,547.00	0.000%	48.307 %	**Total:**	$16,505,547.00
								LEA-wide Total:	$13,100,303.00
								Limited Total:	$985,855.00
								Schoolwide Total:	$2,419,389.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,515,476.00	
1	1.2	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$734,421.00	
1	1.3	Support for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 5-12	$251,434.00	
1	1.4	Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School, Kings Lake Education Center	$146,322.00	
1	1.5	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,923,879.00	
1	1.6	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,328,874.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Library and Technology Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,024,613.00	
1	1.8	Career and Technical Education (CTE) Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	$973,067.00	
1	1.9	Facility Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bret Harte Elementary, John C. Fremont Elementary, Mark Twain Elementary	$1,300,000.00	
1	1.10	Student Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,734,006.00	
2	2.1	Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,040,620.00	
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,881.00	
2	2.3	Increase Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,954.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,401,137.00	$16,509,800.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Support for Student Learning	Yes	$2,744,582.00	$2,991,594.00
1	1.2	1.2 Academic Counselor	Yes	$146,461.00	$158,177.00
1	1.3	1.3 Class Size Reduction (K-3)	Yes	$4,743,445.00	$5,122,920.00
1	1.4	1.4 Broad Course of Study	Yes	$577,175.00	$629,120.00
1	1.5	1.5 Library Programs	Yes	$317,058.00	$343,120.00
1	1.6	1.6 Career and Technical Education (CTE) Pathways and Programs	Yes	$524,235.00	$560,931.00
1	1.7	1.7 21st Century Technology and Services	Yes	$1,037,922.00	$1,110,576.00
1	1.8	1.8 Assessment Software	No	$0.00	$0.00
1	1.9	1.9 Professional Development for Staff	No	$25,000.00	$25,000.00
1	1.10	1.10 TCOE Education Resource Services Library and Multimedia Center	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.11 Homeless/Foster Services	No	$3,000.00	$3,000.00
1	1.12	1.12 Capturing Kids Hearts	No	$70,000.00	$70,000.00
1	1.13	1.13 New Teacher Induction	No	$109,563.00	$109,563.00
1	1.14	1.14 Ellevation Subscription	No	$11,340.00	$11,340.0
1	1.15	1.15 Rosetta Stone	No	$19,617.00	$19,617.00
1	1.16	1.16 Summer Programs	No	$0.00	$0.00
2	2.1	2.1 Facility Maintenance and Improvements	Yes	$1,300,000.00	$1,300,000.00
2	2.2	2.2 Safe Environments	Yes	$1,211,982.00	$1,308,940.00
2	2.3	2.3 Student Well-being	Yes	$2,326,820.00	$2,512,965.00
2	2.4	2.4 Mental Health Services	No	$0.00	$0.00
3	3.1	3.1 Communication Software	Yes	$62,266.00	$62,266.00
3	3.2	3.2 Home/School Connection	Yes	$168,671.00	$168,671.00
3	3.3	3.3 Parent Engagement	No	$2,000.00	$2,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$13,718,400	$15,119,915.00	$16,224,624.00	($1,104,709.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Support for Student Learning	Yes	$2,744,582.00	$2,991,594.00		
1	1.2	1.2 Academic Counselor	Yes	$146,461.00	$158,177.00		
1	1.3	1.3 Class Size Reduction (K-3)	Yes	$4,743,445.00	$5,122,920.00		
1	1.4	1.4 Broad Course of Study	Yes	$577,175.00	$629,120.00		
1	1.5	1.5 Library Programs	Yes	$276,356.00	$298,464.00		
1	1.6	1.6 Career and Technical Education (CTE) Pathways and Programs	Yes	$524,235.00	$560,931.00		
1	1.7	1.7 21st Century Technology and Services	Yes	$1,037,922.00	$1,110,576.00		
2	2.1	2.1 Facility Maintenance and Improvements	Yes	$1,300,000.00	$1,300,000.00		
2	2.2	2.2 Safe Environments	Yes	$1,211,982.00	$1,308,940.00		
2	2.3	2.3 Student Well-being	Yes	$2,326,820.00	$2,512,965.00		
3	3.1	3.1 Communication Software	Yes	$62,266.00	$62,266.00		
3	3.2	3.2 Home/School Connection	Yes	$168,671.00	$168,671.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$34,325,241	$13,718,400	0.00	39.966%	$16,224,624.00	0.000%	47.267%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

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

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.

    o 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,

    o 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.

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

- o The baseline data must remain unchanged throughout the three-year LCAP.

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

- 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.

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

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

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

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

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

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

        ▪   The reasons for the ineffectiveness, and

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

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

- 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

- o Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

  - 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).

- o **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.

  - o **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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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