

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jacinto Unified School District

CDS Code: 33672490000000

School Year: 2024-25

LEA contact information:

Dr. Vanessa Gomez

Director of Equity and Access

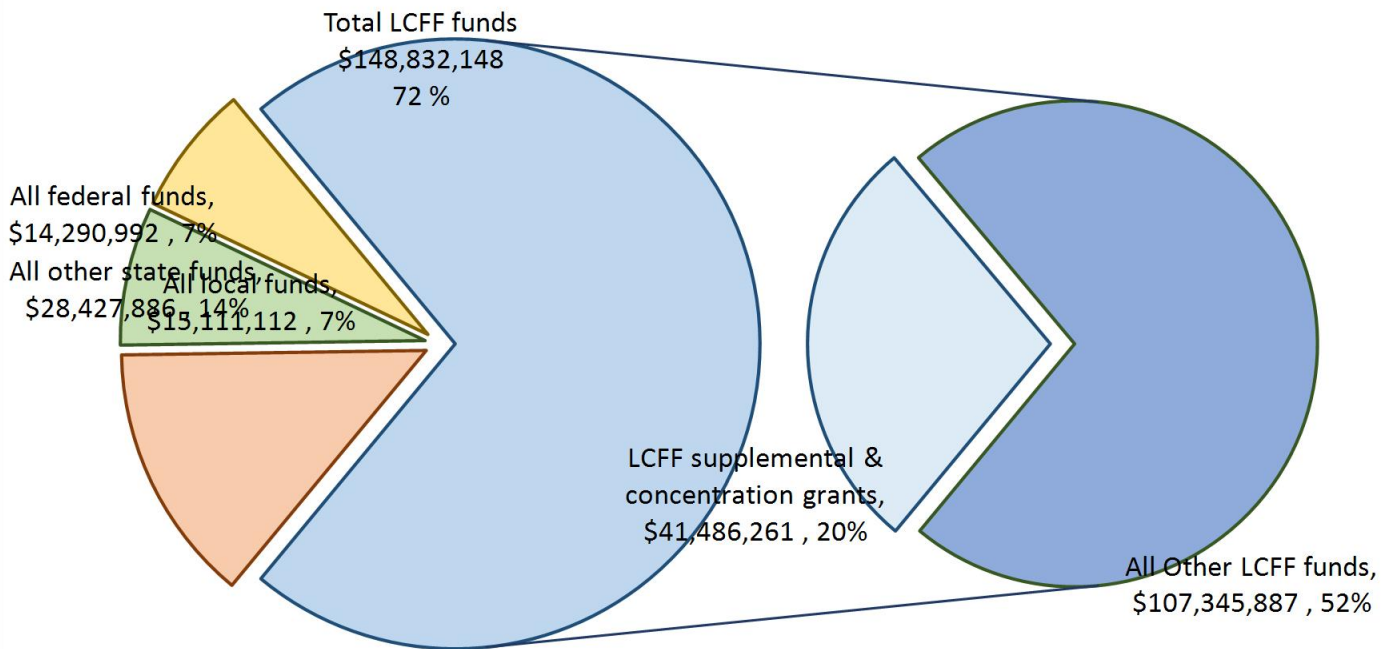
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

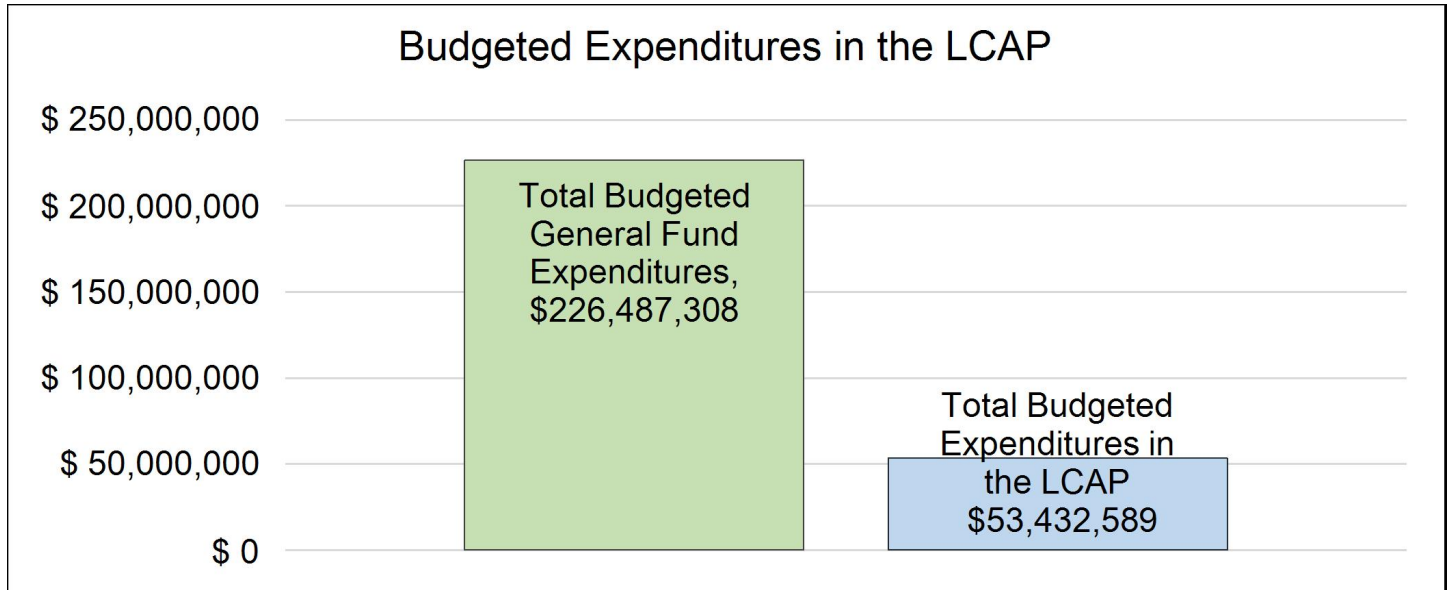


This chart shows the total general purpose revenue San Jacinto Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Jacinto Unified School District is \$206,662,138, of which \$148,832,148 is Local Control Funding Formula (LCFF), \$28,427,886 is other state funds, \$15,111,112 is local funds, and \$14,290,992 is federal funds. Of the \$148,832,148 in LCFF Funds, \$41,486,261 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Jacinto 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: San Jacinto Unified School District plans to spend \$226,487,308 for the 2024-25 school year. Of that amount, \$53,432,589 is tied to actions/services in the LCAP and \$173,054,719 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

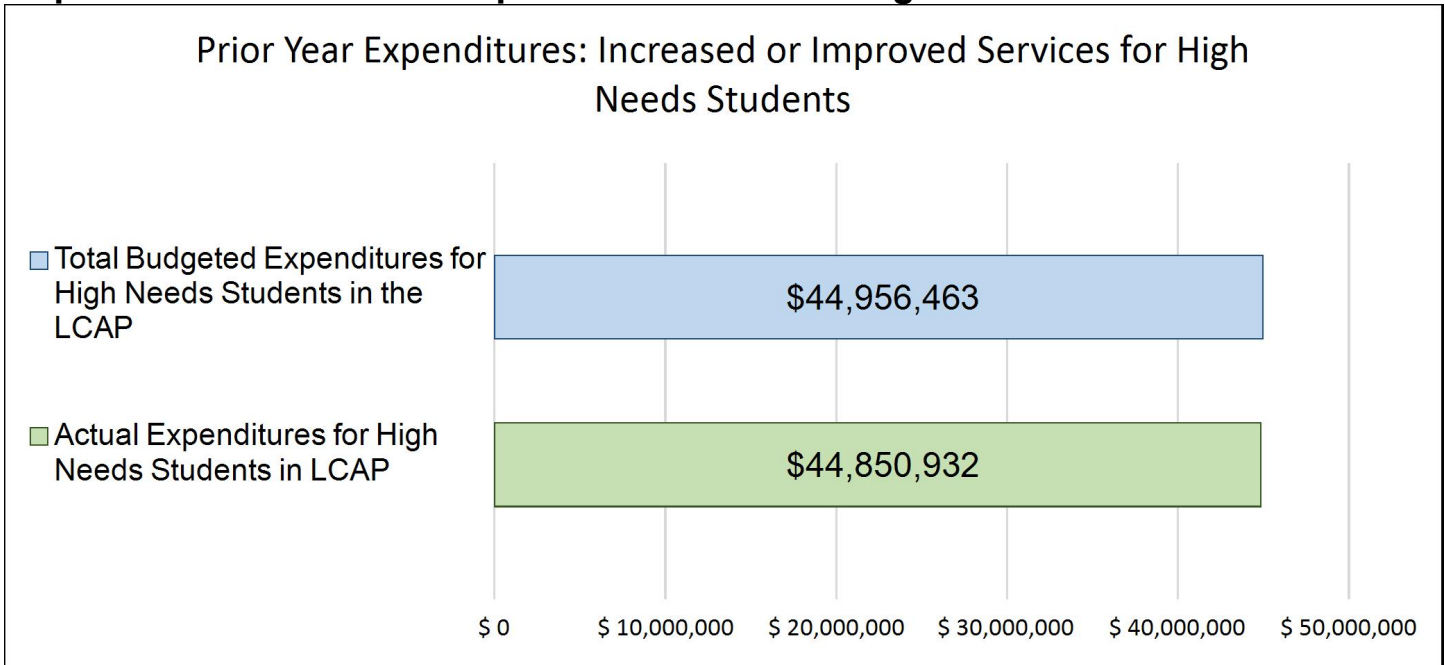
Core instructional program costs, administrative services costs, operational expenses including utilities, rents and leases, special education, guest teachers and staff expenses, insurance costs, other post-employment benefits, and fixed payroll costs including increases in the employer cost for PERS, STRS, as well as STRS on-behalf payments.

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

In 2024-25, San Jacinto Unified School District is projecting it will receive \$41,486,261 based on the enrollment of foster youth, English learner, and low-income students. San Jacinto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Jacinto Unified School District plans to spend \$48,072,446 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what San Jacinto 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 San Jacinto 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, San Jacinto Unified School District's LCAP budgeted \$44,956,463 for planned actions to increase or improve services for high needs students. San Jacinto Unified School District actually spent \$44,850,932 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-105,531 had the following impact on San Jacinto Unified School District's ability to increase or improve services for high needs students:

The overall difference in budgeted and actual expenditures was caused by several factors that are described in the 23-24 Annual Update in each action that showed material differences. This difference did not cause any carryover amounts into the 24-25 LCAP because the total planned and actual expenditure amounts surpassed the percentage requirement to increase or improve services for high need students.

# 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
San Jacinto Unified School District	Dr. Vanessa Gomez Director of Equity and Access	vgomez@sanjacinto.k12.ca.us (951) 929-7700 x4314

# Goals and Actions

## Goal

Goal #	Description
1	Student Achievement - Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Implementation of State Standards including how EL's will access the CCSS and ELD standards	Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2019) Standard Met	Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2021) Standard Met	Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2022) Standard Met	Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2023) Standard Met	Maintain Standard Met
#2 Course Access: Students have access and are enrolled in a broad course of study	Data Source: Aeries A-G enrollment 100% of students have access and are enrolled in a broad course of study	Data Source: Aeries A-G enrollment 100% of students have access and are enrolled in a broad course of study	Data Source: Aeries A-G enrollment 100% of students have access and are enrolled in a broad course of study	Data Source: Aeries A-G enrollment 100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study
#3 Pupil Achievement on Statewide Assessments- ELA	Data Source: California School Dashboard 2019  All Students: 37 points below the standard (orange performance level)	Data Source: California School Dashboard 2019  All Students: 37 points below the standard (orange performance level)	Data Source: California School Dashboard 2022  All Students: 47.8 points below standard (status level: low)  English Language Learner: 68.8 points	Data Source: California School Dashboard 2023  All Students: -52.7 points below standard (orange performance level)	All Students: 5 points below standard (green performance level)  English Language Learner: 5 points below standard (green performance level)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Language Learner: 49.6 points below the standard (yellow performance level)</p> <p>Foster Youth: 50.1 points below the standard (yellow performance level)</p> <p>Homeless: 96.9 points below the standard (red performance level)</p> <p>Socioeconomically Disadvantaged: 80.6 points below the standard (orange performance level)</p> <p>Differently Abled Students: 110.5 points below the standard (red performance level)</p>	<p>English Language Learner: 49.6 points below the standard (yellow performance level)</p> <p>Foster Youth: 50.1 points below the standard (yellow performance level)</p> <p>Homeless: 96.9 points below the standard (red performance level)</p> <p>Socioeconomically Disadvantaged: 80.6 points below the standard (orange performance level)</p> <p>Differently Abled Students: 110.5 points below the standard (red performance level)</p>	<p>below standard (status level: low)</p> <p>Foster Youth: 109.7 points below standard (status level: very low)</p> <p>Homeless: 67.1 points below standard (status level: low)</p> <p>Socioeconomically Disadvantaged: 52.1 points below standard (status level: low)</p> <p>Differently Abled Students: 110 points below standard (status level: very low)</p>	<p>English Learners: -84 points below standard (red performance level)</p> <p>Foster Youth: -84.4 points below the standard (orange performance level)</p> <p>Homeless: -89.4 points below standard (red performance level)</p> <p>Socioeconomically Disadvantaged: -57.5 points below standard (orange performance level)</p> <p>Differently Abled Students: -113.30 points below standard (red performance level)</p>	<p>Foster Youth: 5 points below standard (green performance level)</p> <p>Homeless: 65 points below standard (yellow performance level)</p> <p>Socioeconomically Disadvantaged: 5 points below standard (green performance level)</p> <p>Differently Abled Students: 70 points below standard (yellow performance level)</p>
#4 Pupil Achievement on Statewide Assessments- Math	<p>Data Source: California School Dashboard 2019</p> <p>All Students: 78.2 points below the standard (yellow performance level)</p>	<p>Data Source: California School Dashboard 2019</p> <p>All Students: 78.2 points below the standard (yellow performance level)</p>	<p>Data Source: California School Dashboard 2022</p> <p>All Students: 99.2 points below standard (status level: very low)</p> <p>English Language Learner: 110.4 points</p>	<p>Data Source: California School Dashboard 2023</p> <p>All Students: -98 points below standard (red performance level)</p>	<p>All Students: 25 points below standard (green performance level)</p> <p>English Language Learner: 25 points below the standard (green performance level)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Language Learner: 85.3 points below the standard (yellow performance level)</p> <p>Foster Youth: 50.9 points below the standard (yellow performance level)</p> <p>Homeless: 140.4 points below the standard (red performance level)</p> <p>Socioeconomically Disadvantaged: 41.2 points below the standard (orange performance level)</p> <p>Differently Abled Students: 142.1 points below the standard (red performance level)</p>	<p>English Language Learner: 85.3 points below the standard (yellow performance level)</p> <p>Foster Youth: 50.9 points below the standard (yellow performance level)</p> <p>Homeless: 140.4 points below the standard (red performance level)</p> <p>Socioeconomically Disadvantaged: 41.2 points below the standard (orange performance level)</p> <p>Differently Abled Students: 142.1 points below the standard (red performance level)</p>	<p>below standard (status level: very low)</p> <p>Foster Youth: 140.7 points below standard (status level: very low)</p> <p>Homeless: 128.8 points below standard (status level: very low)</p> <p>Socioeconomically Disadvantaged: 103.3 points below standard (status level: very low)</p> <p>Differently Abled Students: 152.6 points below standard (status level: very low)</p>	<p>English Language Learner: -121.1 points below standard (red performance level)</p> <p>Foster Youth: -141.1 points below standard (red performance level)</p> <p>Homeless: 129 points below standard (red performance level)</p> <p>Socioeconomically Disadvantaged: 102 points below standard (red performance level)</p> <p>Differently Abled Students: -150.3 points below standard (red performance level)</p>	<p>Foster Youth: 25 points below the standard (green performance level)</p> <p>Homeless: 95 points below the standard (yellow performance level)</p> <p>Socioeconomically Disadvantaged: 25 points below the standard (green performance level)</p> <p>Differently Abled Students: 95 points below the standard (yellow performance level)</p>
#5 Pupil Achievement on Local Assessment - Reading (i-Ready)	<p>Data Source: Schoolzilla 2020 Middle of the Year(MOY)</p> <p>30% of students are performing at grade level standards</p>	<p>Data Source: Schoolzilla 2021 Middle of the Year(MOY)</p> <p>23.3% of students are performing at grade level standards</p>	<p>Data Source: Schoolzilla 2022 Middle of the Year(MOY)</p> <p>25.1% of students are performing at grade level standards</p>	<p>Data Source: Schoolzilla 2023 Middle of the Year(MOY)</p> <p>27.1% of students are performing at grade level standards</p>	<p>All Students: 45% of students are performing at grade level standards</p> <p>English Language Learner: 40.0%</p> <p>Foster Youth: 40.0%</p> <p>Homeless: 40.0%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Language Learner: 10.6%</p> <p>Foster Youth: 20.5%</p> <p>Homeless: 17.3%</p> <p>Socioeconomically Disadvantaged: 27.7%</p> <p>Differently Abled Students: 7.4%</p>	<p>English Language Learner: 4.9%</p> <p>Foster Youth: 13.8%</p> <p>Homeless: 7.0%</p> <p>Socioeconomically Disadvantaged: 21.6%</p> <p>Differently Abled Students: 8.1%</p>	<p>English Language Learner: 8.4%</p> <p>Foster Youth: 15.4%</p> <p>Homeless: 17.6%</p> <p>Socioeconomically Disadvantaged: 23.8%</p> <p>Differently Abled Students: 8.4%</p>	<p>English Language Learner: 8.4%</p> <p>Foster Youth: 20.3%</p> <p>Homeless: 15.0%</p> <p>Socioeconomically Disadvantaged: 25.1%</p> <p>Differently Abled Students: 10.0%</p>	<p>Socioeconomically Disadvantaged: 45.0%</p> <p>Differently Abled Students: 30.0%</p>
#6 Pupil Achievement on Local Assessment - Math (i-Ready)	<p>Data Source: Schoolzilla 2020 Middle of the Year (MOY)</p> <p>All Students: 19% of students are performing at grade level standards</p> <p>English Language Learner: 4.8%</p> <p>Foster Youth: 5.8%</p> <p>Homeless: 10.1%</p> <p>Socioeconomically Disadvantaged: 17.2%</p> <p>Differently Abled students: 5.0%</p>	<p>Data Source: Schoolzilla 2021 Middle of the Year (MOY)</p> <p>All Students: 11.7% of students are performing at grade level standards</p> <p>English Language Learner: 1.3%</p> <p>Foster Youth: 7.4%</p> <p>Homeless: 10.1%</p> <p>Socioeconomically Disadvantaged: 10.2%</p> <p>Differently Abled students: 5.0%</p>	<p>Data Source: Schoolzilla 2022 Middle of the Year (MOY)</p> <p>All Students: 13.3% of students are performing at grade level standards</p> <p>English Language Learner: 4%</p> <p>Foster Youth: 9.6%</p> <p>Homeless: 8.9%</p> <p>Socioeconomically Disadvantaged: 11.8%</p> <p>Differently Abled students: 5.5%</p>	<p>Data Source: Schoolzilla 2023 Middle of the Year (MOY)</p> <p>All Students: 14.5% of students are performing at grade level standards</p> <p>English Language Learner: 5.2%</p> <p>Foster Youth: 9.2%</p> <p>Homeless: 8.3%</p> <p>Socioeconomically Disadvantaged: 12.9%</p> <p>Differently Abled students: 4.9%</p>	<p>All Students: 35% of students are performing at grade level standards</p> <p>English Language Learner: 25.0%</p> <p>Foster Youth: 25.0%</p> <p>Homeless: 30.0%</p> <p>Socioeconomically Disadvantaged: 30.0%</p> <p>Differently Abled students: 25.0%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#7 Percentage of students college and career ready	<p>Data Source: California School Dashboard 2020</p> <p>All Students: 24.9% prepared (orange performance level)</p> <p>English Language Learner: 9.4% prepared (orange performance level)</p> <p>Foster Youth: 15.8% prepared (yellow performance level)</p> <p>Homeless: 11.4% prepared (orange performance level)</p> <p>Socioeconomically Disadvantaged: 23.7% prepared (orange performance level)</p> <p>Differently Abled students: 1.1% prepared (red performance level)</p>	<p>Data Source: California School Dashboard 2020</p> <p>All Students: 24.9% prepared (orange performance level)</p> <p>English Language Learner: 9.4% prepared (orange performance level)</p> <p>Foster Youth: 15.8% prepared (yellow performance level)</p> <p>Homeless: 11.4% prepared (orange performance level)</p> <p>Socioeconomically Disadvantaged: 23.7% prepared (orange performance level)</p> <p>Differently Abled students: 1.1% prepared (red performance level)</p>	No status for California School Dashboard 2022	<p>Data Source: California School Dashboard 2023</p> <p>All Students: 31.2% prepared (low performance level)</p> <p>English Language Learner: 12.1% prepared (low performance level)</p> <p>Foster Youth: 18.2% prepared (no performance level)</p> <p>Homeless: 11.5% prepared (low performance level)</p> <p>Socioeconomically Disadvantaged: 30.2% prepared (low performance level)</p> <p>Differently Abled students: 7.8% prepared (very low performance level)</p>	<p>All Students: 40.0% prepared (green performance level)</p> <p>English Language Learner: 24.0% prepared (yellow performance level)</p> <p>Foster Youth: 35.0% prepared (green performance level)</p> <p>Homeless: 27.2% prepared (yellow performance level)</p> <p>Socioeconomically Disadvantaged: 35.0% prepared (green performance level)</p> <p>Differently Abled students: 15.0% prepared (yellow performance level)</p>
#8 Percentage of students completing UC/CSU Entrance Requirements (A-G)	Data Source: DataQuest 2019-20 year	Data Source: DataQuest 2020-21 year	Data Source: Dataquest 2021-22	Data Source: Dataquest 2022-23	All Students: 55% meeting A-G requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students: 41% completing UC/CSU entrance requirements</p> <p>English Language Learner: 27.2% Foster Youth: 20.0% Homeless: 22.8% Socioeconomically Disadvantaged: 39.3% Differently Abled students: 12.1%</p>	<p>All Students: 43.9% completing UC/CSU entrance requirements</p> <p>English Language Learner: 25.0% Foster Youth: * Homeless: 32.4% Socioeconomically Disadvantaged: 41.8% Differently Abled students: 12.0%</p> <p>Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.</p>	<p>All Students: 37.8% completing UC/CSU entrance requirements</p> <p>English Language Learner: 18.8% prepared Foster Youth: 30% Homeless: 25.7% Socioeconomically Disadvantaged: 36.4% Differently Abled students: 14.4%</p>	<p>All Students: 39.9% completing UC/CSU entrance requirements</p> <p>English Language Learner: 20.5% prepared Foster Youth: 10.0% Homeless: 18.8% Socioeconomically Disadvantaged: 38.0% Differently Abled students: 16.0%</p>	<p>English Language Learner: 35.0% Foster Youth: 30.0% Homeless: 30.0% Socioeconomic-ally Disadvantaged: 50.0% Differently Abled students: 25.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#9 Percentage of EL students making progress on English Proficiency.	Data Source: California School Dashboard 2019  42.5% making progress toward English proficiency	Data Source: Schoolzilla ELPAC Proficiency  49.1% making progress toward English proficiency	Data Source: California School Dashboard 2022  52.9% making progress toward English proficiency	Data Source: California School Dashboard 2023  51.2% making progress toward English proficiency	55.0% making progress toward English proficiency.
#10 English Language Learner (EL) Reclassification Rate	Data Source: DataQuest 2019-20  12.0% of EL students reclassified	Data Source: DataQuest 2020-21  1.1% of EL students reclassified	No data released from CDE on DataQuest 2021-22  Although CDE has not produced the reclassification report, our SIS report shows that we reclassified 174 out of 2111 English Learners during the 2021-22 school year and 293 for the 2022-2023 school year as of May 3, 2023.	No data released from CDE on DataQuest 2022-23  Although CDE has not produced the reclassification report, our SIS report shows that we reclassified 293 out of 1770 for the 2022-2023 school year as of May 3, 2023.	25.0% EL students reclassified
#11 Percentage of students completing AP exams with a score of 3 or higher.	Data Source: College Board AP Score Report 2020  32.0% score with a 3 or higher	Data Source: College Board AP Score Report 2021  17.0% score with a 3 or higher	Data Source: College Board AP Score Report 2022 28.0% score with a 3 or higher	Data Source: College Board AP Score Report 2022 28.0% score with a 3 or higher	42.0% score with a 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#12 Percentage of students meeting EAP-ELA	<p>Data Source: DataQuest 2018-19</p> <p>All Students: 9.21% of students are ready</p> <p>English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 9.5% of students are ready Differently Abled students: 1.2% of students are ready</p>	<p>Data Source: DataQuest 2018-19</p> <p>All Students: 9.21% of students are ready</p> <p>English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 9.5% of students are ready Differently Abled students: 1.2% of students are ready</p>	<p>Data Source: DataQuest 2021-22</p> <p>All Students: 14.27% of students are ready</p> <p>English Language Learner: 0.0% Homeless: No results displayed due to privacy (less than 10 students) Socioeconomically Disadvantaged: 13.28% of students are ready Differently Abled students: 0.0% of students are ready</p>	<p>Data Source: DataQuest 2022-23</p> <p>All Students: 10.26% of students are ready</p> <p>English Language Learner: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 10.15% of students are ready Differently Abled students: 0.95% of students are ready</p>	<p>All Students: 20.0% of students are ready</p> <p>English Language Learner: 10.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 20.0% of students are ready Differently Abled students: 10.0% of students are ready</p>
#13 Percentage of students meeting EAP - Math	<p>Data Source: DataQuest 2018-19</p> <p>All Students: 2.06% of students are ready</p> <p>English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 2.1% of students are ready</p>	<p>Data Source: DataQuest 2018-19</p> <p>All Students: 2.06% of students are ready</p> <p>English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 2.1% of students are ready</p>	<p>Data Source: DataQuest 2021-22</p> <p>All Students: 1.45% of students are ready</p> <p>English Language Learner: 0.0% Homeless: No results displayed due to privacy (less than 10 students) Socioeconomically Disadvantaged:</p>	<p>Data Source: DataQuest 2022-23</p> <p>All Students: 1.57% of students are ready</p> <p>English Language Learner: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 1.61% of students are ready</p>	<p>All Students: 14.0% of students are ready</p> <p>English Language Learner: 7.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 10.0% of students are ready</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Differently Abled students: 0.0% of students are ready	Differently Abled students: 0.0% of students are ready	1.22% of students are ready Differently Abled students: 0.0% of students are ready	Differently Abled students: 0.93% of students are ready	Differently Abled students: 7.0% of students are ready
#14 High School Graduation Rate	<p>Data Source: California School Dashboard 2020</p> <p>All Students: 90.6% (blue performance level)</p> <p>English Language Learner: 82.2% (green performance level)</p> <p>Foster Youth: 65.20% (blue performance level)</p> <p>Homeless: 86.0% (green performance level)</p> <p>Socioeconomically Disadvantaged: 90.1% (blue performance level)</p> <p>Differently Abled students: 80.0% (orange performance level)</p>	<p>Data Source: California School Dashboard 2021</p> <p>All Students: 90.3%</p> <p>English Language Learner: 78.7%</p> <p>Foster Youth: *</p> <p>Homeless: 73.1%</p> <p>Socioeconomically Disadvantaged: 90.0%</p> <p>Differently Abled students: 82.5%</p> <p>Note: No performance levels reported on 2021 Dashboard. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p>	<p>Data Source: California School Dashboard 2022</p> <p>All Students: 94.5%</p> <p>English Language Learner: 90.2%</p> <p>Foster Youth: 83.3%</p> <p>Homeless: 80.0%</p> <p>Socioeconomically Disadvantaged: 94.2%</p> <p>Differently Abled students: 79.1%</p>	<p>Data Source: California School Dashboard 2023</p> <p>All Students: 91.5%</p> <p>English Language Learner: 85.1%</p> <p>Foster Youth: 91.7%</p> <p>Homeless: 79.4%</p> <p>Socioeconomically Disadvantaged: 91.3%</p> <p>Differently Abled students: 76.7%</p>	<p>All Students: 95.0% (blue performance level)</p> <p>English Language Learner: 91.7% (green performance level)</p> <p>Foster Youth: 100.00% (blue performance level)</p> <p>Homeless: 95.0% (blue performance level)</p> <p>Socioeconomically Disadvantaged: 95.0% (blue performance level)</p> <p>Differently Abled students: 85.0% (green performance level)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.			
#15 Percentage of students who have completed BOTH UC/CSU Entrance Requirements (A-G) AND completed a CTE program (CTE Completer).	Data Source: CALPADS Report 15.2 and 3.15  All Students: 9.0%	Data Source: California School Dashboard 2021  College/Career Measures  All Students: 9.1%  English Language Learner: 4.1% Foster Youth: * Homeless: 15.4% Socioeconomically Disadvantaged: 9.2% Differently Abled students: 3.1%  Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student	Data Source: California School Dashboard Report Only - 2022  College/Career Measures  All Students: 9.7%  English Language Learner: 4.2% Foster Youth: 8.3% Homeless: 4.4% Socioeconomically Disadvantaged: 9.2% Differently Abled students: 2.6%	Data Source: California School Dashboard Report Only - 2023  College/Career Measures  All Students: 14.7%  English Language Learner: 6.0% Foster Youth: 0.0% Homeless: 1.6% Socioeconomically Disadvantaged: 14.2% Differently Abled students: 4.7%	All Students: 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.			
#16 Percentage of students completing CTE program(s). CTE Completer.	Data Source: CALPADS Report 3.14  All students: 12.0%	Data Source: California School Dashboard 2021  College/Career Measures  All Students:14.2%  English Language Learner: 9.0% Foster Youth: * Homeless: 19.2% Socioeconomically Disadvantaged: 14.4% Differently Abled students: 11.3%  Note: To protect student privacy, data are suppressed (*) on	Data Source: California School Dashboard 2022 College/Career Measures  All Students: 15.0%  English Language Learner: 11.2% Foster Youth: 8.3% Homeless: 6.7% Socioeconomically Disadvantaged: 14.4% Differently Abled students: 13.0%	Data Source: California School Dashboard  2023 College/Career Measures  All Students: 22.4%  English Language Learner: 17.2% Foster Youth: 0.0% Homeless: 3.2% Socioeconomically Disadvantaged: 22.1% Differently Abled students: 17.8%	All Students: 30%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.			
#17 Programs and services developed and provided to individuals with exceptional needs. Special needs students enrolled in AP, Honor, and CTE courses.	Data Source: Aeries Analytics 2019-20.  English Language Learner: 0.84% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 11.3% Sped: 0.28%	Data Source: Aeries Analytics 2020- 2021  English Language Learner: 1.6% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 9.7%	Data Source: Aeries Analytics 2021-2022  English Language Learner: 1.2% Foster Youth: 0% Homeless: 0% Socioeconomically Disadvantaged: 7.6% Sped: 0.5%	Data Source: Aeries Analytics 2022-2023  English Language Learner: 4.3% Foster Youth: 0.18% Homeless: 0.07% Socioeconomically Disadvantaged: 40.4% Sped: 3.9%	30% of Students with special needs enrolled in a rigorous course (AP, Honors, CTE).

## Goal Analysis

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

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

Action 1.1 Learning Data: This action provided supplemental assessments and data analysis software to improve the monitoring of student academic progress. There were no substantive differences between the planned actions and actual implementation. An overall success of this action item is enabling the district to improve in developing progress monitoring systems. SJUSD continues to strengthen the implementation of these diagnostic and progress monitoring resources to be used within Professional Learning Communities (PLCs) to guide actions to support students in meeting grade level expectations. The learning data provided with these items also supports the implementation of a Multi-Tiered System of Supports (MTSS) and affords SJUSD the opportunity to have current data connected to social emotional, behavior, academic, and language needs of our students.

Action 1.2 Standards and Skills Activities and Materials: This action was removed for the 2022-23 school year.

Action 1.3 Research Based Strategies and Professional Learning: This action was removed for the 2022-23 school year.

Action 1.4 Curriculum: This action was implemented and focused on providing supplemental curriculum materials and resources designed to improve outcomes for our students. With the various cycles of textbook adoptions through the California Department of Education, SJUSD purchased supplemental resources and materials to enrich SJUSD's core adopted materials in content areas beyond English Language Arts and Mathematics. This included additional Mathematics and English Language Arts resources and materials, credit recovery software as well as direct support to students for taking courses at the community college level and participating in Advanced Placement and International Baccalaureate courses. SJUSD also continued to supplement Career Technical Education courses to provide access to all students, provided support to Advancement Via Individual Determination (AVID) to support unduplicated students, as well as African American students, Native students, Homeless students, and Students With Disabilities. In 2023-24 SJUSD funded more AVID professional development opportunities and dedicated more funds to be spent on training staff on the International Baccalaureate Program. This year SJLA was fully certified as an IB school.

Action 1.5 Direct Student Support: Action items in 1.5 were implemented. These actions focused on providing direct student support through reading incentives, academic enrichment and intersessions, academic competitions and providing for all eligible students resources to take the PSAT, SAT, AP and IB exams, as well as college application fees. This action enabled college and academic field trips. However, SJUSD intends to continue to provide these direct services to students and continue to promote and encourage students to participate in these programs.

Action 1.6 Targeted Academic Support for English Learners: This action was fully implemented and focused on providing supplemental resources, materials and staff to support the academic success of our English Learners. There were no substantive differences between the planned actions and actual implementation. By providing English 3D resources to students, offering professional development to staff to support EL students, and by providing additional staff such as the EL Program Technician and English Learner Certificated Support Position (ELIRT) SJUSD has observed a consistent increase in the total number and percentage of English Learners making progress toward proficiency and reclassification. Although CDE has not produced the reclassification report, our SIS report shows that we reclassified 293 out of 1770 for the 2022-2023 school year as of May 3, 2023.

Action 1.7 Targeted Academic Support for Students with Disabilities: This action was moved to Goal 4 for the 2022-23 school year due to the District's Differentiated Assistance status.

Action 1.8 21st Century Learning Environments: This action was partially implemented and focused on providing supplemental educational technology software and equipment to support the success of SJUSD students. This action includes flexible seating and integrated technology resources to create 21st century learning environments for students. The amount that was budgeted was underspent due to the software programs costing less than expected. Additionally, there have been delays in getting technology equipment such as updated projectors which impacted the districts ability to implement.

Action 1.9 Support Positions: This action was fully implemented and provided supplemental positions that were provided to implement the identified actions and services. This included both centralized support positions as well as teachers and other staff providing direct services to students. These positions have been instrumental in providing support to SJUSD students.

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.

SJUSD identified 10% as being substantive material difference.

Action 1.4: Estimated Actual expenditures reflect additional expenditures due spending more funds on AVID trainings and AVID professional development, as well as the necessity for ensuring that more staff were trained in the International Baccalaureate Program.

Action 1.5: Estimated Actual expenditures reflect additional expenditures due to the district approving more academic field trips this school year which was double than what was originally allocated.

Action 1.6: This action was underspent due to the district funding a multi-year contract with Ellevation in the previous year and the amount allocated for that expense this year was not used. Additionally, funds were set aside for recruitment for the Dual Immersion program, but not all funds were utilized because recruitment efforts did not rely on activities that required funds.

Action 1.8: This action was underspent due partly to delays in product availability. Additionally, the technology and software programs that were purchased cost less than what was estimated.

Action 1.9: Estimated Actual expenditures reflect additional expenditures due to staff raises that were provided in the 2023-24 school year.

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

SJUSD is committed to implementing high quality instructional practices to support the needs of each and every student. The specific actions for Goal 1 over the three-year LCAP cycle were designed to supplement our instructional programs and to improve the various connected metrics. Our District continues to not meet desired outcomes as measured by the California School Dashboard in English

Language Arts and Mathematics. Part of this challenge has been the shift in the state assessment since the baseline determination from 2020.

**Action 1.1 Learning Data:** The District utilized both our local formative assessments as well as data from the shortened CAASPP assessment to identify the Distance from Standard (DFS) for individual students and designated student groups. A review of SJUSD's most recent iReady data shows that they have maintained consistent achievement in English Language Arts and Mathematics when comparing our end of year results over the prior three years. However, with deeper analysis, SJUSD was able to identify that they are seeing growth in some grade levels and students groups. For example, SJUSD's current 3rd grade students are demonstrating a 6% increase and 7th grade students are demonstrating a 4% increase in reading proficiency on the end of year iReady assessments when compared to prior years. Additionally, through intentional instructional support for our English Learners, our students have demonstrated a 2% increase in reading proficiency as measured by the end of year iReady. This indicates that this action was partially effective at making progress toward meeting our goal since only some of the grade levels increased their proficiency level of meeting or exceeding grade level expectations.

**Action 1.4 Curriculum:** Through this action, the District provided supplemental resources and materials to our core curriculum which included credit recovery software, Career Technical Education equipment, International Baccalaureate and Advancement Via Individualized Determination (AVID) support. This action has been effective at maintaining both our graduation rate and A-G rate, while also supporting an increase in the College and Career Indicator for students demonstrating readiness for success after graduation.

**Action 1.5 Direct Student Support:** Through this action, the District is seeing indicators of success in the percentage of students prepared for success after graduation. While the 2023 California School Dashboard College and Career Indicator (CCI) did not report both status and change, it does show that all students demonstrated a 6.3% increase in preparedness. When disaggregating the CCI data, the results show that all designated student groups reported on the California School Dashboard increased as compared to 2019, with Students with Disabilities increasing by 6.7% and African American students increasing by 7.0%. Further analysis of our CCI data shows that SJUSD has made significant gains in the percentage of students completing at least one Career Technical Education (CTE) pathway. For the students demonstrating prepared, there was an increase from 7.3% to 28.8%. For the students demonstrating approaching prepared, there was an increase from 9.7% to 29.9%. Since 2020, SJUSD has increased from 31 students reported on the CCI report as completing a CTE pathway to 134 for 2023, which is an improvement of 330%.

**Action 1.6 Targeted Academic Support for English Learners:** Even though the California Department of Education has not released the Reclassification Rate since the 2020-2021 school year, our local data indicates that SJUSD has continued to have an increase in the number and percentage of students that reclassify. SJUSD's most recent internal data shows that SJUSD has reclassified 293 of 1,170 students, which would meet the district's desired outcome of 25%. More importantly is that SJUSD has improved the percentage of students that are identified as eligible to reclassify. The 293 students that reclassified were almost 100% of the students that were eligible to reclassify based on their English Language Proficiency Assessments for California (ELPAC) results. When combining this data, it indicates that our District is both increasing the percentage of students eligible for reclassification and increase the number of students that reclassify, which are both indicators that this action has been effective in making progress toward our goal to increase the percentage of students demonstrating progress towards learning English.

Action 1.8 21st Century Learning Environments: Since this action was not fully implemented due to delays in product availability, the District is not able to determine the effectiveness in making progress toward the goal during the prior three year LCAP cycle.

Action 1.9 Support Positions: Through this action, the District supported other actions in Goal 1 with designated support positions. Since the District did show growth in some of the metrics of Goal 1, this action has been partially 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.

Based on reflections of prior practices, actions from prior years, and educational partner feedback in 2024-25 LCAP Goal 1 will be modified to the following: Academic Performance: In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners will improve English language proficiency.

The following actions will be modified as following:

Action 1.1: Learning Data will be changed to Supplemental materials and resources.

Action 1.2: Standards and Skills Activities will be changed to Supplemental Educational Technology Software and Licenses.

Action 1.3: Research Based Strategies and Professional Learning will be changed to Supplemental Programs and Staff to Improve college and career readiness.

Action 1.4:Curriculum will be changed to Career Technical Education Programs.

Action 1.5: Direct Student Support will be changed to Non-traditional Educational Opportunities.

Action 1.6: Targeted Academic Support for English Learners will be changed to Supplemental resources to support English Learners.

Action 1.7:Targeted Academic Support for Students With Disabilities will be changed to Curriculum Teachers on Special Assignment (TOSA).

Action 1.8: 21st Century Learning Environments was moved to Goal 3, now action 3.3, the new 1.8 action title is Special Education Teachers on Special Assignment (TOSA)

Action 1.9: Support Positions changed to Professional growth opportunities through specialized conferences.

Action 1.10: Substitute coverage to support job embedded professional development rotations was added in the new 2024-25 LCAP.

Action 1.11: Extra duty to support professional growth activities was added in the new 2024-25 LCAP.

Action 1.12: Assessment and Data Analysis tools and resources was added in the new 2024-25 LCAP.

Action 1.13: Foundational literacy support, including dyslexia was added in the new 2024-25 LCAP.

Action 1.14: Intervention and credit recovery options was added in the new 2024-25 LCAP.

Action 1.15: Additional Leadership Coaching and Support was added in the new 2024-25 LCAP.

Action 1.16: Evidence based strategies for designated student groups in the red was added to the 2024-25 LCAP

The metrics table was modified aligned to state priorities, new baseline and outcome data was added.

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

# Goals and Actions

## Goal

Goal #	Description
2	Student Engagement - Create student engagement by embracing diversity and providing equitable access.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Programs and services developed and provided to unduplicated pupils.	Data Source: Panorama Student Social Emotional Learning Survey 2020-21  67% of students in grades 3-5 responded favorably to having a sense of belonging at school	Data Source: Panorama Student Social Emotional Learning Survey Fall 2021-22  66% of students in grades 3-5 responded favorably to having a sense of belonging at school	Data Source: Panorama Student Social Emotional Learning Survey Fall 2022-23  61% of students in grades 3-5 responded favorably to having a sense of belonging at school	Data Source: Panorama Student Social Emotional Learning Survey Fall 2023-24  66% of students in grades 3-5 responded favorably to having a sense of belonging at school	85% of students in grades 3-5 will respond favorably to having a sense of belonging at school.
#2 Programs and services developed and provided to students with exceptional needs	Data Source: Panorama Student Social Emotional Learning Survey 2020-21  37% of students in grades 6-12 responded favorably to having a sense of belonging at school	Data Source: Panorama Student Social Emotional Learning Survey Fall 2021-22  36% of students in grades 6-12 responded favorably to having a sense of belonging at school	Data Source: Panorama Student Social Emotional Learning Survey Fall 2022-23  32% of students in grades 6-12 responded favorably to having a sense of belonging at school	Data Source: Panorama Student Social Emotional Learning Survey Fall 2023-24  30% of students in grades 6-12 responded favorably to having a sense of belonging at school	85% of students in grades 6-12 will respond favorably to having a sense of belonging at school.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#3 Suspension Rates	<p>Data Source: California School Dashboard 2019</p> <p>All Students: 3.5% suspended at least once (orange performance level)</p> <p>English Language Learner: 2.3% suspended at least once (yellow performance level)</p> <p>Foster Youth: 8.1% suspended at least once (red performance level)</p> <p>Homeless: 7.3% suspended at least once (red performance level)</p> <p>Differently Abled: 7.1% suspended at least once (orange performance level)</p>	<p>Data Source: California Dataquest 2021</p> <p>All Students: 0.1% suspended at least once</p> <p>English Learners: .1% suspended at least once</p> <p>Due to low suspension numbers the following student groups could not be calculated for 2021 due to privacy protection: Foster Youth Homeless Differently Abled</p>	<p>Data Source: California School Dashboard 2022</p> <p>All Students: 2.8% suspended at least once (status level: medium)</p> <p>English Language Learner: 2.5% suspended at least once (status level: low)</p> <p>Foster Youth: 7.0% suspended at least once (status level: high)</p> <p>Homeless: 5.8% suspended at least once (status level: high)</p> <p>Differently Abled: 5.3% suspended at least once (status level: high)</p>	<p>Data Source: California School Dashboard 2023</p> <p>All Students: 3.1% suspended at least once (status level: medium)</p> <p>English Language Learner: 3.0% suspended at least once (status level: Medium)</p> <p>Foster Youth: 7.8% suspended at least once (status level: high)</p> <p>Homeless: 5.9% suspended at least once (status level: high)</p> <p>Differently Abled: 5.7% suspended at least once (status level: High)</p>	<p>All Students: 2.6% suspended at least once (green performance level)</p> <p>English Language Learner: 1.0% suspended at least once (blue performance level)</p> <p>Foster Youth: 4.5% suspended at least once (green performance level)</p> <p>Homeless: 4.5% suspended at least once (green performance level)</p> <p>Socioeconomically Disadvantaged: 2.8% suspended at least once (green performance level)</p> <p>Differently Abled: 4.5% suspended at least once (green performance level)</p>
#4 Expulsion Rates	<p>Data Source: DataQuest 2019-20</p> <p>All students: 0.05%</p>	<p>Data Source: DataQuest 2020-21</p> <p>All students: 0.00%</p>	<p>Data Source: DataQuest 2021-22</p> <p>All students: 0.00%</p>	<p>Data Source: DataQuest 2022-23</p> <p>All students: 0.00%</p>	<p>All students: 0.0%</p> <p>English Language Learner: 0.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Language Learner: 0.0%</p> <p>Foster Youth: 0.58%</p> <p>Homeless: 0.0%</p> <p>Socioeconomically Disadvantaged: 0.06%</p> <p>Differently Abled: 0.06%</p>	<p>English Language Learner: *</p> <p>Foster Youth: *</p> <p>Homeless: *</p> <p>Socioeconomically Disadvantaged: *</p> <p>Differently Abled: *</p> <p>Note: Data may be suppressed (*) to protect student privacy (Data Suppression). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g. school) are not summative to a higher level (e.g. district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive and therefore not summative to the report total.</p>	<p>English Language Learner: 0.0%</p> <p>Foster Youth: *</p> <p>Homeless: *</p> <p>Socioeconomically Disadvantaged: *</p> <p>Differently Abled: *</p> <p>Note: Data may be suppressed (*) to protect student privacy (Data Suppression). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g. school) are not summative to a higher level (e.g. district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive and therefore not summative to the report total.</p>	<p>English Language Learner: 0.1%</p> <p>Foster Youth: 0.0%</p> <p>Homeless: 0.0%</p> <p>Socioeconomically Disadvantaged: 0.1%</p> <p>Differently Abled: 0.2%</p>	<p>Foster Youth: 0.0%</p> <p>Homeless: 0.0%</p> <p>Socioeconomically Disadvantaged: 0.0%</p> <p>Differently Abled: 0.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#5 Chronic Absenteeism	<p>Data Source: California School Dashboard 2019</p> <p>All Students: 10.3% of students chronically absent (yellow performance level)</p> <p>English Language Learner: 7.3% of students chronically absent (yellow performance level)</p> <p>Foster Youth: 13.1% of students chronically absent (orange performance level)</p> <p>Homeless: 36.1% of students chronically absent (orange performance level)</p> <p>Socioeconomically Disadvantaged: 10.7% of students chronically absent (yellow performance level)</p> <p>Differently Abled: 14.7% of students chronically absent (orange performance level)</p>	<p>Data Source: California Dataquest 2021</p> <p>All Students: 16.8% of students chronically absent</p> <p>English Language Learner: 7.3% of students chronically absent</p> <p>Foster Youth: 30% of students chronically absent</p> <p>Homeless: 32.9% of students chronically absent</p> <p>Socioeconomically Disadvantaged: 17.8% of students chronically absent</p> <p>Differently Abled: 20.1% of students</p>	<p>Data Source: California Dashboard 2022</p> <p>All Students: 42.1% of students chronically absent</p> <p>English Language Learner: 37.5% of students chronically absent</p> <p>Foster Youth: 45.8% of students chronically absent</p> <p>Homeless: 60.0% of students chronically absent</p> <p>Socioeconomically Disadvantaged: 43.6% of students chronically absent</p> <p>Differently Abled: 51.1% of students</p>	<p>Data Source: California Dashboard 2023</p> <p>All Students: 32.4% of students chronically absent</p> <p>English Language Learner: 25.7% of students chronically absent</p> <p>Foster Youth: 36.3% of students chronically absent</p> <p>Homeless: 63.6% of students chronically absent</p> <p>Socioeconomically Disadvantaged: 34.0% of students chronically absent</p>	<p>8.8% of students chronically absent (green performance level)</p> <p>English Language Learner: 5.8% of students chronically absent (green performance level)</p> <p>Foster Youth: 10.0% of students chronically absent (green performance level)</p> <p>Homeless: 18.7% of students chronically absent (yellow performance level)</p> <p>Socioeconomically Disadvantaged: 8% of students chronically absent (green performance level)</p> <p>Differently Abled: 10.0% of students chronically absent (green performance level)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#6 High School Dropout Rate	<p>Data Source: DataQuest 2019-20</p> <p>All Students: 3.1%</p> <p>English Language Learner: 4.3% Foster Youth: 14.8% Homeless: 7.1% Socioeconomically Disadvantaged: 3.3% Differently Abled: 6.4%</p>	<p>Data Source: DataQuest 2020-21</p> <p>All Students: 5.1%</p> <p>English Language Learner: 9.2% Foster Youth: * Homeless: 12.8% Socioeconomically Disadvantaged: 5.5% Differently Abled: 3.8%</p> <p>Note: Data may be suppressed (*) to protect student privacy (Data Suppression). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g., school) are not summative to a higher level (e.g., district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive</p>	<p>Data Source: DataQuest 2021-22</p> <p>All Students: 2.5%</p> <p>English Language Learner: 4.9% Foster Youth: 8.3% Homeless: 14% Socioeconomically Disadvantaged: 2.7% Differently Abled: 4.4%</p>	<p>Data Source: DataQuest 2022-23</p> <p>All Students: 4.3%</p> <p>English Language Learner: 13.6% Foster Youth: 0.0% Homeless: 19.7% Socioeconomically Disadvantaged: 4.5% Differently Abled: 6.9%</p>	<p>All Students: 2.1%</p> <p>English Language Learner: 3.0% Foster Youth: 7.0% Homeless: 3.5% Socioeconomically Disadvantaged: 2.1% Differently Abled: 3.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and therefore not summative to the report total.			
#7 Middle School Dropout Rates	Data Source: CALPADS Report 1.12 2019-20  All Students: 0.0007%  Total Students: 2	Data Source: CALPADS Report 1.12 2020-2021  All Students: 0.002%  Total Students: 6	Data Source: CALPADS Report 1.12 2021-2022  All Students: 0.005%  Total Students: 11	Data Source: CALPADS Report 1.12 2022-2023  All Students: 0.0007%  Total Students: 6	All Students: 0.0%
#8 School Attendance Rates	Data Source: Schoolzilla 2019-20 Attendance Explorer Report  All Students: 96.5% English Language Learner: 96.3% Foster Youth: 95.9% Homeless: 94.3% Socioeconomically Disadvantaged: 95.6% Differently Abled: 94.2%	Data Source: Schoolzilla 2020-21 Attendance Explorer Report  All Students: 95.2% English Language Learner: 95.2% Foster Youth: 94.5% Homeless: 92.8% Socioeconomically Disadvantaged: 95.0% Differently Abled: 93.6%	Data Source: Schoolzilla 2021-22 Attendance Explorer Report  All Students: 90.1%  English Language Learner: 90.7% Foster Youth: 89.7% Homeless: 84.4% Socioeconomically Disadvantaged: 89.9% Differently Abled: 87.7%	Data Source: Schoolzilla 2022-23 Attendance Explorer Report  All Students: 90.8% English Language Learner: 91.6% Foster Youth: 91.1% Homeless: 82.3% Socioeconomically Disadvantaged: 90.2% Differently Abled: 90.2%	All Students: 98.0%  English Language Learner: 98.0% Foster Youth: 98.0% Homeless: 97.0% Socioeconomically Disadvantaged: 97.0% Differently Abled Students: 97.0%

## Goal Analysis

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

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

Action 2.1--Provide MTSS Social-Emotional Learning Activities:

Provide SEL curriculum: SJUSD purchased licenses for three Social Emotional Learning(SEL) curriculums that SJUSD has identified as their Tier 1 SEL curriculum. For all of the elementary schools (Pk-5), with the exception of Estudillo Elementary School the curriculum that teachers use is Second Step. Estudillo Elementary School is a Leader In Me school and uses the Leader In Me SEL curriculum. The middle schools use Second Step and the high schools use Character Strong. The Second Step curriculum is being used but lacks fidelity, According to data provided by Second Step approximately 40% of elementary teachers are using the curriculum to fidelity, which is an improvement from the previous year. Approximately 23% of teachers are implementing the curriculum at the middle schools. The barriers to implementing Second Step include teacher capacity to integrate the curriculum into the classroom. Based on feedback from middle school teachers they felt like a barrier to implementation is that the curriculum was not engaging for middle school students. As a result this Spring SJUSD started "piloting" a new curriculum called Character Strong. Based on the pilot the teachers feel like the curriculum is user friendly and more age appropriate for middle school students. Starting in 2024-25 school year middle school teachers will be implementing Character Strong. At the high school level systems have been put into place to implement Character Strong. The Leader In Me SEL curriculum is being fully implemented at Estudillo Elementary and is a regular part of the day. Teachers have buy-in to the program and are committed to its implementation.

Provide Positive Behavior Intervention Support Teachers on Special Assignment (TOSA) x2: This item was fully implemented. SJUSD's PBIS TOSAs work with each school site's PBIS teams to ensure components of PBIS are being implemented at each school site. Evidence of Implementation includes the PBIS Tiered Fidelity Inventory (TFI) that all schools participate in. The findings of the TFI are used to created site PBIS goals for the following year.

Support the Leader In Me Program at Estudillo Elementary School: The Leader In Me program is being fully implemented at Estudillo Elementary School. Staff have received the annual Leader In Me training and consultation to ensure that all Habits of an Effective Leader are implemented. Staff were able to attend a Leader in Me conference. Through this action item Estudillo was able to create a Leader in Me mural, purchase required licenses, books, and materials.

Drug Prevention Programs for Secondary Sites: Riverside University Health Care Substance Abuse and Prevention offered drug prevention assemblies as well as individual and small group substance abuse counseling at North Mountain Middle School, Monte Vista Middle School, and San Jacinto High School based on a memorandum of understanding SJUSD has with this agency which does not charge the district for their services. This action supported additional supplemental drug prevention activities for secondary sites based on school sites needs. Not all funds dedicated to drug prevention were utilized. SJUSD was able to create a menu of drug prevention curriculum which were no cost for the school sites.

Action 2.2: MTSS Tiered Student Behavior Support -The actions that were planned for this action item were implemented as planned. There are no substantive differences in planned or actual implementation of these actions.

Provide Student Success Room (SSR) Teachers (Tier 2) X3: This action was implemented by funding three SSR teachers at Monte Vista Middle School, North Mountain Middle School, and San Jacinto High School. The program provides support and interventions as an alternative to suspension.

Provide Academic, Social, Emotional Development (Bobcat and Husky University Program) (Tier 3) X2: This action was implemented. SJUSD hired two teachers that provide Academic, Social and Emotional Development (ASED) support and case management for the Tier 3 middle school programs: Husky University and Bobcat University. SJUSD contracted with CASA/REACH, a community counseling agency to provide counseling services to our students in the Tier 3 program.

Provide Professional Development for behavior support: This action was implemented fully. SJUSD contracted with Akoben and Kim Breen to provide staff professional development on how to provide behavior support and implement restorative practices. After this year all 13 school sites have completed 2 years of training on restorative practices. Although professional development has been provided to staff, one of the barriers to fully implementing restorative practices include more training on how to integrate and facilitate restorative practices techniques in the classroom. Kim Breen has consulted with SJUSD site's PBIS teams and district team to help strengthen their tiered behavior systems.

Contract with Student Support Services Solutions (S4) to provide behavior and student support services-This action item was implemented. S4 was able to create a standard student handbook for SJUSD, as well as standardize and update the annual notification, and create uniformed behavior contracts and documents to support site administrators.

Action 2.3: Equity & Access-This action item was carried out and fully implemented.

Provide Director of Equity and Administrative Secretary for Equity & Access-SJUSD funded one Director and Administrative Secretary of Equity and Access who helps develop and implement the district's equity goals and initiatives. Each school site has an equity task force team who has worked on Closing the Gap goals related to disproportionate suspension rates and chronic absenteeism rates. 68 training sessions were held on cultural proficiency in the 2024-25 school year. The director of Equity and Access oversees the Equity & Access department and is the lead writer for the LCAP.

Consultants for Cultural Proficiency Training, Support and Guest Speakers-SJUSD implemented this item by sending 4 members from each school site's equity task force team to the Riverside County's Office of Education Excellence Through Equity Conference in the fall. Additionally, each of the site equity task force teams were able to implement a change idea using improvement science focused on reducing the disproportionality rates of chronic absenteeism and suspensions. SJUSD also contracted with Dr. Vinnie Pompei to consult and train staff on how to create safe and inclusive spaces for all students. Additionally, SJUSD contracted with Ryan Tilman to train School Resource Officers and Security on how to use a community approach to supporting students. There were many successes from this action item such as the continuation of the Grow Our Own Program, staff affinity groups, and the number of professional development opportunities that our staff had the opportunity to participate in. Additionally, SJUSD's Equity Co-Leads were able to share best practices at Riverside County Office of Education Excellence Through Equity Conference and San Diego County Office of Education Equity is Love in Action Conference.



Action 2.4: McKinney Vento Enrichment & Engagement-This action was fully implemented. SJUSD held five Foster Youth/McKinney Vento Parent Advisory Council meetings.

Provide School Supplies: Before school SJUSD held a resource fair for McKinney Vento Families where students were able to get information about district and community resources, as well as back packs with school supplies, free hair cuts, and hygiene products.

Provide Enrichment Field Trips: SJUSD organized a field trip to the Living Desert for elementary students in grades 2 through 5. Students were able to learn about the ecology of various animals. This year's field trip costed less due to changing the location of the field trip.

Extracurricular Activities and Enrichment: Funds were provided to each school site who offered small group activities and to foster connection with adults on campus. Wellness activities were provided to secondary students. SJUSD also provided support to McKinney Vento seniors by assisting in funding extracurricular activities related to their senior year.

Action 2.5: African American Enrichment & Engagement-This action was fully implemented.

Black History Month Events: SJUSD celebrated Black History month and each site was provided resources to highlight Black historical figures and their accomplishments. The leaders of the San Jacinto African American Council facilitated a Black History Celebration which included food, games, history, performances from various clubs, and 20 vendors from the community. Over 300 people attended.

Historical Black Colleges Expo./Fair: SJUSD was able to send middle and high school students to the Black College Expo./Fair in Los Angeles, CA. SJUSD seniors were offered over 55k in scholarships.

Cultural Enrichment Intersession Activities: This action was implemented by sending BSU leaders to a leadership camp. SJUSD also contracted with Let's Rise Above Mentoring to sponsor an elementary enrichment event for Black elementary students called, The Legacy of Kings and Queens Empowerment conference held over multiple Saturdays. The empowerment conference focused on teaching about the history of African Kings and Queens, learning about their social emotional characteristics, as well as students learning about the legacy that they want to leave. Additionally, SJUSD was able to sponsor the Black Excellence Awards for secondary students where students in grades 8-12 were recognized for academic excellence.

Action 2.6: Student Mentoring Services-This action was fully implemented and is also listed in goal 5, action 5.4.

SJUSD contracted mentoring services through Mind, Body, and Soul: Mentoring Through Action and Let's Rise Above.

Mind, Body, and Soul: Mentoring Through Action provided mentoring services to students at Park Hill Elementary School, San Jacinto High School, Monte Vista Middle School, and North Mountain Middle School. At the secondary school level mentoring services were provided to students who were in the Husky, Bobcat, and Tiger University and to students who needed more intensive support.

Let's Rise Above Mentoring services were provided to targeted students based on data at San Jacinto Elementary School. This program requires a parent/guardian component and works on increasing connectedness.

Action 2.7: Attendance Support- Action items was partially implemented and carried out. The component that was not implemented was the full utilization of the transportation vans. Due to shortage of drivers the vans were not utilized as planned.

Provide Attendance Specialists X3: SJUSD funded three district attendance specialists that provide a multi-tiered system of support to school sites in SJUSD to ensure that attendance prevention and interventions are being provided. The team implements training sessions for the attendance clerks at school sites, as well as offers and facilitates Student Attendance Review Board Hearings that are restorative in nature.

Attention 2 Attendance (A2A): SJUSD purchased a contract with A2A which offers a platform to support attendance initiatives which includes a parent communication component, reports for school sites to facilitate their School Attendance Review Team meetings.

District Incentives and Awards: SJUSD provided each site with funds to offer incentives and awards for attendance initiatives. This year there was an attendance campaign and the incentive was a field trip. 1500 students met the incentive criteria for the field trip, which resulted in this action being over the budgeted amount.

Provide funding of a driver for van transportation: Although funding is available for use of the vans to provide transportation for foster and McKinney Vento students, there is lack of implementation due to not being able to find drivers for the vans.

Action 2.8: Music Opportunities-Action items were fully implemented.

Provide Elementary Music Teachers: SJUSD was able to fund seven music teachers at the elementary level.

Provide Music Curriculum, Repair, and New Equipment: SJUSD funded music curriculum, repairs and new equipment.

Provide support with uniforms/costumes for cultural, music, performance programs: SJUSD was able to fund uniforms for performances and costumes for cultural programs, such as Ballet Folklorico.

Action 2.9: Elementary Physical Education Opportunities-Action items were fully implemented.

Provide Elementary Physical Education Teachers: SJUSD provided elementary physical education teachers at all seven elementary sites. The team worked together to provide enriching and healthy physical education curricular activities to the students. Buy funding elementary P.E. Teachers to each school site this action enables sites to develop a master schedule to support school wide interventions based on needs of students. No substantive differences in planned activities.

Provide Physical Education Curriculum and Equipment: SJUSD was able to fund curriculum and equipment.

Provide P.E. uniforms for Secondary Sites: SJUSD was able to pay for P.E. uniforms for students in middle and high school.

Action 2.10: Districtwide Counseling Program-Actions were fully implemented an no substantive differences in planned activities.

Provide Elementary and Secondary Counselors: This action item was carried out. SJUSD funded 7 full time elementary school counselors, as well as six middle school counselor positions, and additional high school counselors, a lead counselor position at SJHS, and a District Lead TK-12 school counselor. The school counselors implement a comprehensive school counseling program following the American School Counselor Association's National Model Program. The school counseling program is data driven and designed to provide a Multi-Tiered, Multi-Domain System of Support. The school counseling program provides support to students in the academic, social/emotional, and college/career domain. The Lead TK-12 school counselor has provided additional support to student groups needing additional support. SJUSD has seen the positive impact that school counselors have had on students and positive impact on reduced behaviors, improved grades and attendance.

Provide Classified Clerical Staff for SJHS Counseling Center: SJUSD funded a secretary 1 position for the counseling center at San Jacinto High School who has been integral in supporting students.

Action 2.11: Mental Health Multi-Tiered System of Support-This action was fully implemented.

Provide Mental Health Psychologists: SJUSD funded school psychologists that provide support to unduplicated students.

Provide Educational Therapists: SJUSD funded 7 Educational Therapists that provide social/emotional support to students, 1 Educational Therapists that provides an additional layer of support to students in the BRIDGES program, and 1 Educational Therapist that oversees the wellness room at Park Hill Elementary School.

Provide furniture and materials for the Wellness Room at Park Hill Elementary School: Materials and furnisher was purchased for the wellness room at Park Hill Elementary School.

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

SJUSD identified 10% as being substantive material difference. Additional expenditures were based upon the state adopted budget.

Action 2.1: Estimated Actual expenditures reflect additional expenditures due to the fact that the budgeted amount did not reflect the raises that were provided in 2023-24.

Action 2.4: This action was underspent due to the cost of an annual field trip being less than initially projected. SJUSD decided to change the location of the field trip this school year, which resulted in this action being under spent.

Action 2:6: This action was listed in goal 2 and 5 because services were also provided to other unduplicated students groups besides foster youth. The cost of the contract was applied to goal 5, action 5.4, therefore the entirety of the expense is captured in 5.4.

Action 2.7: Estimated Actual expenditures reflect additional expenditures because the district had an attendance campaign with a field trip incentive and more students met the criteria than expected. 1500 students meet the criteria for the attendance incentive field trip which resulted in this action being over spent.

Action 2.8: Estimated Actual expenditures reflect additional expenditures due to the budgeted amount did not reflect the raises that were given in the 2023-24 school year. SJUSD provided more music curriculum and equipment which resulted in increased expenditures.

Action 2.9: Estimated Actual expenditures reflect additional expenditures due to the raises that were given in 2023-24 school year and the district approving updating the field equipment at Hyatt World Language Academy.

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

SJUSD is committed to creating student engagement by embracing diversity and providing equitable access. Student engagement research indicates that student engagement can lead to an improved sense of belonging, connection, increased learning, decrease in dropout rates, and reduction of behavioral issues (Trowler, 2010). SJUSD recognizes that a Multi-Tiered System of Supports is the vehicle to ensure that equity occurs for each and every student. The action items in goal #2 are designed to strengthen SJUSD's Multi-Tiered System of Supports. Some of the SJUSD metrics are evidence that SJUSD is heading in the right direction. According to the 2023 California Dashboard SJUSD had a 9.7% decline in chronic absenteeism with a total 32.4% chronic absenteeism rate and an overall increase of attendance. As of April 2024, SJUSD had a 26.9% chronic absenteeism rate and a 2.6% suspension rate (Schoolzilla). SJUSD also had an increase in elementary students having a favorable sense of belonging at school. In 2023 13 of SJUSD schools received the California State PBIS Awards. San Jacinto Leadership Academy received the Platinum Implementation Award, Mountain View High School, North Mountain Middle School, Park Hill Elementary School, Record Elementary School, Estudillo Elementary School, Hyatt World Language Academy, and De Anza Elementary School received the Gold Implementation Award. San Jacinto High School, San Jacinto Technology Institute, Monte Vista Middle School received the Silver Implementation Award. Megan Cope Elementary School and San Jacinto Elementary School received the Bronze Implementation Award. This is evidence that SJUSD is progressing in implementing PBIS and MTSS. In 2023-24 SJUSD's District Leader MTSS team worked collaboratively to develop a Quality First Instruction model rubric. These Quality First Instructional practices provide the tier one support for social/emotional, behavior, and academics. SJUSD is excited to move into next school year to implement Quality First Instruction practices in all three domains, as this will strengthen tier one of the Multi-Tiered System of Supports.

Action 2:1 Provide MTSS Social-Emotional Learning Activities: According to Collaborative for Academic, Social and Emotional Learning (CASEL) effective implementation of Social Emotional Learning curriculum improves attendance, behavior, and increases academic achievement (2022). Second Step, Leader in Me, and Character Strong are evidence-based programs designed to improve the five core competencies of Social Emotional Learning which include Self-Awareness, Social Awareness, Responsible Decision-Making, Self-Management, and Relationship Skills. These are the 21st century skills that every student needs to accomplish to reach their full potential. Although there continues to be barrier in implementing SEL with fidelity (consistently using the curriculum as designed) SJUSD is addressing this issue by imbedding SEL throughout the school day through implementation of Quality First Instruction. The sites that have higher fidelity rates continue to have lower behavior concerns such as, suspension rates and students have a stronger sense of belonging and report a stronger relationship with their teachers. This is evidence that the action item is effective. Additionally, when examining Panorama's SEL Student Survey for 3rd-5th graders it shows that 78% of students indicate that they have a strong Student-Teacher relationship, which ranks in the 90th percentile compared across the National level. Additionally SJUSD saw a growth in emotional regulation, 46% of 3-5th grade students responded favorably. Secondary students showed a slight growth in having emotional regulation at 44% (Panorama Fall 2023 Student Survey). The PBIS TOSA's have been effective in training staff on SEL and Behavior support using a multi-tiered approach. Every school site in SJUSD has a PBIS team and each team conducts a tiered fidelity inventory annually. Based on the Fall 2023 Measurable

Results Assessment at Estudillo Elementary (Leader In Me school) 79% of students report having a high trust relationship with at least one teacher and 77% of students feel a sense of belonging and believe that they are cared about and understood by the people in their school.

Action 2:2 MTSS Tiered Student Behavior Support: SJUSD's alternative suspension program has proven to be successful. This year the program has lacked consistency in the overall implementation of the program from site to site, but SJUSD has training plans with administration and SSR teachers in place for next school year to ensure that the SSR room is operating with consistent features at each site. Overall, the Student Success Room is effective in providing behavior support. The Bobcat, Husky and Tiger University is showing promise in terms of effectiveness. The case management component appears to be very effective in reducing a recurrence of unhealthy behaviors. In order to strengthen the program next year will include training for the teachers to help support their role. Providing Restorative Practices training by Akoben is an effective approach for teachers who implement circles. Based on student focus group feedback, classrooms that have regular morning circles the students seem to have a stronger sense of community.

Action 2:3 Equity & Access: Equity is the center of SJUSD's mission. The intent of the LCAP is to increase equity and access and to close the opportunity gaps that persist in SJUSD. Each school site continues to have an equity task force team that have created a plan to address closing the gap of disproportionality in behavior or chronic absenteeism. These actions have been effective in establishing actions based on data and root causes versus random acts of interventions. This year the equity task force teams have implemented change ideas and many teams have seen the positive impact of their interventions. In 2023-24 68 trainings on topics related to cultural proficiency. The feedback from staff who have received cultural proficiency training continues to be positive and participants ranked the training a 4.8 out of 5. Additionally, as part of SJUSD equity goals the Equity and Access department has facilitated the implementation of the Grow Our Own Program, Staff Self-Care Booster Sessions, and implemented protected classes trainings to staff and student leaders. Additionally the Equity & Access department has supported the implementation of the Legacy of Kings and Queens, Black Excellence Awards, the Black History Celebration Event, Wellness Activities for foster youth and homeless students, the Equity Steering Committee, cultural awareness events and resources. Overall this action has been successful in implementing the equity plan.

Action 2.4 McKinney Vento Enrichment & Engagement: This action has proven to be effective. Students and parents/guardians responded favorably to activities that were implemented this year. Some of the activities that were implemented through this action include having a resource fair at the beginning of the school year where students received backpacks with school supplies, hair cuts, hygiene supplies, and community resources. Additionally, SJUSD offered a field trip for elementary students to learn about the ecology of animals. Monthly school site connection activities were facilitated by the school counselors and wellness activities were implemented at the school sites. SJUSD also hosted an end of the year awards celebration to highlight the academic achievements of SJUSD's homeless students.

Action 2.5 African American Enrichment & Engagement: The actions here were developed and supported by parents, families, students, and staff. SJUSD received positive survey feedback from students and families regarding the activities implemented in this action item. Student A local survey was created to measure the impact of the Legacy Kings and Queens empowerment conference and the 5th grade "Coming of Age Ceremony." The response was favorable with 100% of students indicating that conferences inspired them to make better choices and 100% see the value and importance of the conference. 100% of students who participated indicated they had a stronger sense of connection to the school community. 100% of the parent/guardian responses to a survey indicated that they feel their child benefited from attending the conferences.



Action 2.6 Student Mentoring Services: This action has proven to be effective. Both programs, Mentoring Through Action and Let's Rise Above have received positive feedback from parents/guardians, and students. Next year SJUSD will implement a data tracking systems in order to provide progress monitoring of students involved in the mentoring programs. Additionally, SJUSD will work the site administration in ensuring that standard data elements are used to identify students eligible for the program. Students in both programs indicate a stronger sense of belonging and support.

Action 2.7 Attendance Support: Attendance Support interventions have been effective in 2023-24 SJUSD has seen a decrease in chronic absenteeism and an increase in attendance overall. The attendance team continues to be consistent in sharing attendance data with all schools. They work collaboratively with each site and each site submits a weekly truancy report to capture their attendance interventions and areas of focus. All schools have also created their own Attendance Plans and SJUSD has implemented an attendance campaign called, "Attendance is Everybody's Business." This year our elementary schools and secondary schools collaborated on a standardized attendance incentive which has had positive impact.

Action 2.8 Music Opportunities and 2.9 Elementary Physical Education Opportunities: These action items are effective in providing opportunities for students to engage in music opportunities and in elementary physical fitness. Having these programs at the elementary level provides sites the opportunity to develop flexible master schedules enabling students to get the supports they need.

Action 2.10 Districtwide Counseling Program: SJUSD's Districtwide Counseling Program continues to be successful. The school counseling team at each site creates program goals that align with the LCAP goals and share their results at the end of the school year. Using a Multi-Tiered, Multi-Domain System of Support, school counselors provide tiered support in the academic, social/emotional and college/career domains. The school counselors use data to measure the effectiveness of the school counseling program. SJUSD recognizes the role that school counselors have played in improving college and career indicators, attendance, as well as improving student connectedness and engagement.

Action 2.11 Mental Health Multi-Tiered System of Support: : Mental Health Multi-Tiered System of Support has also proven to be effective. The educational therapists work hard to provide mental health support for students. In 2024-25 SJUSD funded a specific Educational Therapist to pilot a wellness room at Park Hill Elementary. The challenge with the wellness room is there is a lack of system to fully utilize the wellness room and the educational therapists assigned to the room. To address this concern the wellness room will be repurposed and redesigned in the 2024-25 school year based on the needs of the school site. Using a multi-tiered approach the therapists use data to determine types of interventions that students receive. Additionally, educational therapists provide case management, small group counseling, individual counseling/therapy, and they work closely with providing families access to community resources. In the last year the educational therapists and school counselors have made 326 warm handoff referrals to Care Solace, which is a mental health concierge service designed to connect families to therapeutic services in the community. Additionally, the educational therapists provide workshops for staff and offer monthly coffee talks with the educational therapists on mental health topics. These workshops have high participation rates and families have provided positive feedback. The educational therapists also provide crisis response and support students who are struggling with suicidal ideation.

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

Based on reflections of prior practices, actions from prior years, and educational partner feedback in 2024-25 LCAP Goal 2 will be modified to the following- Engagement: Engage students and parent/guardians by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued and empowered to succeed academically, socially, and emotionally. SJUSD aligned actions with California's Priority 5: Pupil Engagement, Priority 6: School Climate, Priority 3: Parent Involvement which resulted in some actions from the 2023-24 LCAP to be moved to another goal. The following actions will be changed to the following in the 2024-25 LCAP:

Action 2.1 changed from Provide MTSS Social-Emotional Learning Activities to Implement a Multi-Tiered Attendance Plan

Action 2.2 MTSS Tiered Student Behavior Support changed to Implement a Comprehensive School Counseling Program

Action 2.3 Equity & Access changed to Provide Additional support for Foster Youth/McKinney Vento students

Action 2.4 McKinney Vento Enrichment & Engagement changed to Implement PBIS and Provide Tiered Behavior Supports

Action 2.5:African American Enrichment & Engagement changed to Implement a Comprehensive Parent/Family Engagement Plan

Action 2.6: Student Mentoring Services to Deans and Elementary Assistant Principals

Action 2.7: Attendance Support to Implement Equity Plan

Action 2.8: Music Opportunities moved to goal 3 and the new action is Social Emotional Learning Curriculum

Action 2.9: Elementary Physical Education Opportunities moved to a Goal 3 action 3.7 and the goal 2 action for 2.9 is now Provide Social/Emotional Well-Being Support

Action 2.10: Districtwide Counseling Program changed to African American Student Enrichment Activities

Action 2.11: Mental Health Multi-Tiered System of Support changed to Positive Culture/Climate and Safety

Action 2.12: District Nurses was added, moved from Goal 3

Action 2.13 Activities to promote inclusivity of SWD was moved from Goal 4 and added to Goal 2 in the new 2024-25 LCAP

Action 2.14: Public Information Officer was added to Goal 2 and moved from Goal 3 in the new 2024-25 LCAP

Action 2.15: Support Implementation of the Building Assets Reducing Risks (BARR) was added to the 2024-25 LCAP, previously this action was in goal 1

The metrics table was modified to align with state priorities in Goal 2, new baseline data was added, as well as the target outcome data for year 3.

**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	Conditions For Learning - Create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Efforts to seek parent input in decision making	<p>Data Source: Panorama Family Survey 2020-2021</p> <p>54% of family members feel schools value their opinion</p>	<p>Data Source: Panorama Family Survey Fall 2021-2022</p> <p>% of family members feel schools value their opinion (This question not asked in 2021-22 survey, therefore moving forward we will use % of families that feel satisfied with their child’s school experience)</p> <p>94% of families feel satisfied with their child’s school experience.</p>	<p>Data Source: Panorama Family Survey Fall 2022-2023</p> <p>92% of families feel satisfied with their child’s school experience.</p>	<p>Data Source: Panorama Family Survey Fall 2023-24</p> <p>94% of families feel satisfied with their child’s school experience.</p>	<p>90% of family members feel schools value their opinion, since this question was not asked in year two, the new outcome goal target is 98% of families feel satisfied with their child's school experience.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#2 Promote parental participation in programs for unduplicated students	Data Source: Panorama Family Survey 2020-2021  77% of family members have been asked to volunteer at school	Data Source: Panorama Family Survey Fall 2021-2022  67% of family members have been asked to volunteer at school	Data Source: Panorama Family Survey Fall 2022-2023  73% of family members have been asked to volunteer at school	Data Source: Panorama Family Survey Fall 2023-24  84% of family members have been asked to volunteer at school.	90% of family members have been asked to volunteer at school
#3 Promote parental participation in programs for individuals with exceptional needs	Data Source: Panorama Family Survey 2020-2021  90% of family members responded favorably that the school provides them with information about programs and resources.	Data Source: Panorama Family Survey Fall 2021-2022  91% of family members responded favorably that the school provides them with information about programs and resources.	Data Source: Panorama Family Survey Fall 2022-2023  90% of family members responded favorably that the school provides them with information about programs and resources.	Data Source: Panorama Family Survey Fall 2023-24  90% of family members responded favorable that the school provides them with information about programs and resources.	95% of family members responded favorably that the school provides them with information about programs and resources
#4 Teachers: fully credentialed and appropriately assigned	Data Source: Cal-SASS  100% of teachers fully credentialed and appropriately assigned	Data Source: Cal-SASS  100% of teachers fully credentialed and appropriately assigned	Data Source: Cal-SASS  99% of teachers fully credentialed and appropriately assigned Outcome Met	Data Source: Cal-SASS  99% of teachers fully credentialed and appropriately assigned.	100% of teachers fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#5 Standards-aligned instructional materials for every student	Data Source: Williams Inspection Report.  100% standards-aligned instructional materials for every student.	Data Source: Williams Inspection Report.  100% standards-aligned instructional materials for every student. Outcome Met	Data Source: Williams Inspection Report.  100% standards-aligned instructional materials for every student. Outcome Met	Data Source: Williams Inspection Report.  100% standards-aligned instructional materials for every student. Outcome Met	100% standards-aligned instructional materials for every students
#6 School facilities in “good repair” per CDE’s Facility Inspection Tool (FIT)	Data Source: FIT Report  100% “good repair” on all FIT inspections	Data Source: FIT Report  100% “good repair” on all FIT inspections Outcome Met	Data Source: FIT Report  100% “good repair” on all FIT inspections Outcome Met	Data Source: FIT Report  100% “good repair” on all FIT inspections Outcome Met	100% “good repair” on all FIT inspections

## Goal Analysis

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

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

Action 3.1 Parent & Family Engagement: SJUSD provided Parent/Family Liaisons at all school sites, a Native American Family Liaison, a Parent Engagement Specialist, Enrollment Center Staff, Student Support Secretary, a Coordinator of Student Support, a Principal on Special Assignment, a Public Information Officer and a District Translator in order to support the goal of Parent and Family Engagement. In addition, this action provided funding for parent advisory council meetings including African American, Native American, Latino, Special Education and Foster Youth. This action also allowed for the completion of our brand new Parent Center located adjacent to Enrollment, Health Services, and Child Welfare and Attendance support. This action addressed the need to improve internal metrics related to parent satisfaction: seeking parent input, parental participation in programs supporting all students, but specifically Differently Abled students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged & Native American students.

Action 3.2 Basic Services- Highly Trained Staff: SJUSD provided Elementary Assistant Principals, a Dean of Students, Nurses, Campus Aides, Campus Security, Noon Duty Aides, and a District Safety Officer. This action also allowed for the completion of the Professional Development Center. This action addressed the need to maintain 100% credentialed and appropriately assigned teachers, as well as provide

highly trained staff in order to support student achievement throughout the district, but specifically for Differently Abled students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged & Native American students.

Action 3.3 Basic Services: Access to Instructional Materials: SJUSD provided a District Librarian and Library Media Technicians at all school sites. This action addressed the need to improve student achievement by providing standards-based aligned instructional materials for all students, but specifically to support Differently Abled students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged & Native American students.

Action 3.4 Basic Services: Facilities: SJUSD provided a Facilities Project Manager and an Assistant Director of Facilities and Operations. In addition, this action provided Classroom Leases and payment for the debt service for the construction of our pool. This action addressed the need to provide high quality facilities for all students throughout SJUSD, but additionally support Differently Abled students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged & Native American students.

Action 3.5 Basic Services: Student Transportation & Safety: SJUSD provided updated campus and facility safety features but experienced delays in the construction of a new Facilities and Operations transportation complex due to cost escalation. Based on cost escalations and educational partner feedback SJUSD decided not to pursue the development of the F&O transportation complex.

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.

SJUSD identified 10% as being substantive material difference.

3.1: Estimated Actual expenditures reflect additional expenditures due to the fact that staff raises were provided in 2023-24 and there were additional expenses that were paid to complete the construction of the Parent center.

3.2: Estimated Actual expenditures reflect additional expenditures due to the fact that staff raises that were provided in 2023-24 and were not originally included in the proposed budget. Additionally, the professional development center construction cost exceeded the budgeted amount to complete construction.

3.4: Estimated Actual expenditures were underspent due to the vacancy of the position of the facilities manager half way through the year.

3.5: This action item was underspent due to not funding of the construction of the F and O Transportation complex due to cost escalations. Based on educational partner feedback it was decided not to move forward with this action.

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

SJUSD continues to see the benefits of the Goal 3 action items intended to create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

Action 3.1: Parent and Family Engagement have proven to be effective in increasing parent/family engagement and involvement. Metric and outcome data supports the investment in these resources. According to the fall Family Survey 94% of families feel satisfied with their child's school experience, which is an increase of 2% from the previous year. SJUSD also saw an increase in the percent of family members who have been asked to volunteer at school with 84% responding favorably. Additionally 90% of families responded favorably to receiving information about programs and resources available at the school site and within the district.

Action 3.2: Basic Services-Highly Trained Staff, data according the California Statewide Assignment Accountability System indicated that 99% of teachers were appropriately credentialed and properly assigned.

Action 3.3: Basic Services-Access to Instructional Materials, this was an effective action item as evidenced by the Williams inspection Reports, which verified 100% of students had access to standards-aligned instructional materials, meeting the outcome requirement for this metric.

Action 3.4: Basic Services-Facilities-Facilities inspection Tool (FIT) report data demonstrated 100% of facilities in "good repair" again meeting the outcome metric for this action which is evidence that is action is effective in reaching goal 3.

Action 3.5: Basic Services: Student Transportation and Safety. This action was effective in providing campus and facility safety features. Due to escalating costs of the a new F and O transportation complex there were delays in the construction, increase in costs, budget constraints, and based on educational partner feedback SJUSD will not move forward with building a F and O transportation complex.

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

Based on reflections of prior practices, actions from prior years, and educational partner feedback in 2024-25 LCAP Goal 3 will be modified to the following: Conditions for Learning-SJUSD will maintain high quality staff, facilities, and access to a broad course of study. In the 2024-25 LCAP SJUSD has realigned actions based on the state priorities. Goal 3 will address Priority 1: Basic (Conditions for Learning), Priority 2: State Standards (Condition of Learning), and Priority 7: Course Access (Conditions of Learning). The following actions have been modified based on the realignment:

Action: 3.1 Parent & Family Engagement was removed and renamed, and reassigned to Goal 2: Action 2.5 Implement a Comprehensive Parent/Family Engagement Plan. The action of providing a new Parent Center was removed in the new LCAP because the Parent Center construction is completed. The new 3.1 action is Coaching and Support for New Teachers.

Action: 3.2 Basic Services Highly Trained Staff changed to Provide a District Librarian and Library Media Technicians. The following action in 3.2 for 2023-24 will not be included in the new LCAP: Provide a Professional Development Center because the PD Center is completed. The remaining actions were moved to the New LCAP Goal 2 Actions: 2.6 Deans and Elementary Assistant Principals, Action 2.11 Positive Culture/Climate and Safety, and Action 2.12 District Nurses.

Action: 3.3 Basic Services: Access to Instructional Materials was changed to Provide 21st Century Learning Environments.

Action: 3.4 Basic Services Facilities was a non-contributing action item in the 2023-24 LCAP and will not be in the 2024-25 LCAP. The new action title for 3.4 has been changed to Provide updated campus and safety features.

Action: 3.5 Basic Services: Student Transportation & Safety will be eliminated in the 2024-25 LCAP, the new action will be titled Provide support to each school to allow for academic field trips.

Action 3.6: Music Opportunities was moved to Goal 3, Action 3.6.

Action 3.7: Physical Education Opportunities was added to Goal 3 and moved from Goal 2.

Action 3.8: Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students was added to Goal 3.

Action 3.9: Grow Our Own Program was added to Goal 3.

Action 3.10: Spanish Teachers was added to Goal 3.

The metrics for Goal 3 were modified to align to the state priorities addressed in Goal 3, new baseline and outcome data was added.

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

# Goals and Actions

## Goal

Goal #	Description
4	Implement a Multi-Tiered System of Supports to address the needs of individual students, in order to exit Differentiated Assistance and improve academic and social-emotional outcomes for Students with Disabilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Pupil Achievement on Statewide Assessments-ELA	<p>Data Source: California School Dashboard 2019</p> <p>All Students: 37 points below the standard (orange performance level)</p> <p>Differently Abled students: 110.5 points below the standard (red performance level)</p>	No Year 1 data due to the goal being added in the 2022-23 school year.	<p>Data Source: California School Dashboard 2022</p> <p>All Students: 47.8 points below the standard (status level: low)</p> <p>Differently Abled students: 110.1 points below the standard (status level: very low)</p>	<p>Data Source: California School Dashboard 2023</p> <p>All Students: -52.7 points below standard (orange performance level)</p> <p>Differently Abled students: -113.30 points below standard (red performance level)</p>	Student Performance identified in the Yellow Performance Level Differently Abled students: 70 points below standard (yellow performance level)
#2 Pupil Achievement on Statewide Assessments-Math	<p>Data Source: California School Dashboard 2019</p> <p>All Students: 78.2 points below the standard (yellow performance level)</p>	No Year 1 data due to the goal being added in the 2022-23 school year.	<p>Data Source: California School Dashboard 2022</p> <p>All Students: 99.2 points below the standard (status level: very low)</p>	<p>Data Source: California School Dashboard 2023</p> <p>All Students: -98 points below standard (red performance level)</p>	Student Performance identified in the Yellow Performance Level Differently Abled students: 95 points below the standard (yellow performance level)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Differently Abled students: 142.1 points below the standard (red performance level)		Differently Abled students: 152.6 points below the standard (status level: very low)	Differently Abled students: -150.3 points below standard (red performance level)	
#3 Percentage of students college and career ready	Data Source: California School Dashboard 2020  All Students: 24.9% prepared (orange performance level)  Differently Abled students: 1.1% prepared (red performance level)	No Year 1 data due to the goal being added in the 2022-23 school year.	No status for California School Dashboard 2022	Data Source: California School Dashboard 2023  All Students: 31.2% prepared (low performance level)  Differently Abled students: 7.8% prepared (very low performance level)	Student Performance identified in the Yellow Performance Level Differently Abled students: 15.0% prepared (yellow performance level)
#4 Pupil Participation in Statewide Assessment - ELA	Data Source: SELPA PIR Report 2020  95.5%	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: SELPA PIR Report 2022 did not include this data.	Data Source: Data Quest 2023  96%	Maintain Target Met 95.0%
#5 Pupil Participation in Statewide Assessment - Math	Data Source: SELPA PIR Report 2020  95.0%	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: SELPA PIR Report 2022 did not include this data.	Data Source: Data Quest 2023  96%	Maintain Target Met 95.0%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#6 Least Restrictive Environment 80% or More	Data Source: SELPA PIR Report 2020 40.9%	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: SELPA PIR Report 2022 60.36%	CIM- Target Review Data (22-23) 62.41%	Target Growth 52.2%
#7 Least Restrictive Environment 40% or More	Data Source: SELPA PIR Report 2020 34.6%	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: SELPA PIR Report 2022 21.05%	CIM -Target Review Data (22-23) 20.33%	Target Growth 21.6%
#8 Higher Education	Data Source: SELPA PIR Report 2020 41.9%	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: SELPA PIR Report 2022 20%	Not reported in the SELP CIM Target Review Data (22-23)	Target Growth 54.3%
#9 Attendance Rates	Data Source: Schoolzilla 2020-21 Attendance Explorer Report  All Students: 95.5%  Differently Abled: 94.5%	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: Schoolzilla 2021-22 Attendance Explorer Report  All Students: 90.1%  Differently Abled students: 87.7%	Data Source: Schoolzilla 2022-23 Attendance Explorer Report  All Students: 90.8%  Differently Abled students: 90.2%	Differently Abled students: 97.0%
#10 Suspension Rates	Data Source: California School Dashboard 2020	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: California School Dashboard 2022	Data Source: California School Dashboard 2023	Differently Abled students: 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Differently Abled students: 7.1% suspended at least once (orange performance level)		Differently Abled students: 5.3% suspended at least once (status level: Medium)	All Students: 3.1% suspended at least once (status level: medium)  Differently Abled students: 5.7% suspended at least once (status level: High)	
#11 Pupil Achievement on Local Assessment - Reading (i-Ready)	Data Source: Schoolzilla 2019-2020 Middle of the Year(MOY)  29.3% of students are performing at grade level standards  Differently Abled students: 7.4%	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: Schoolzilla 2021-2022 Middle of the Year(MOY)  23.4% of students are performing at grade level standards  Differently Abled students: 9.1%	Data Source: Schoolzilla 2023 Middle of the Year(MOY)  27.1% of students are performing at grade level standards  Differently Abled students: 10.0%	Differently Abled students: 30.0%
#12 Pupil Achievement on Local Assessment Math (i-Ready)	Data Source: Schoolzilla 2019-2020 Middle of the Year (MOY)  All Students: 18.7% of students are performing at grade level standards	No Year 1 data due to the goal being added in the 2022-23 school year.	Data Source: Schoolzilla 2021-2022 Middle of the Year(MOY)  13% of students are performing at grade level standards	Data Source: Schoolzilla 2023 Middle of the Year (MOY)  All Students: 14.5% of students are performing at grade level standards	Differently Abled students: 25.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Differently Abled students: 4.2%		Differently Abled students: 6.3%		

## Goal Analysis

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

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

Action 4.1: MTSS Support Teacher: SJUSD fully implemented the planned actions for the Multi-Tiered System of of Support Teachers. Designated schools were able to to have a MTSS Specialist to help strengthen the MTSS system at each school site. Over the last two years the MTSS specialists/TOSAs strengthened systems such as the Solution Based Team's protocol, implemented school-wide behavior supports, such as structured play, and worked to implement systems to provide more progress monitoring of students who need additional support.

Action 4.2: Expand Inclusion: SJUSD fully implemented the planned actions. SJUSD continues to provide additional secondary site Full Time Equivalent (FTE) for the purpose of co-teaching in order to expand inclusion learning opportunities, a special education preschool teacher to staff a “least restrictive environment” inclusive preschool class at one elementary school site and two preschool instructional aides to staff a “least restrictive environment” inclusive preschool class at one elementary school site. Additional paid hours for students in the Workability Program, as well as funded additional adaptive playground equipment at selected elementary school sites.

Action 4.3: Supplemental Resources and Materials: Actions were fully implemented. SJUSD continues to provide for the SANDI/FAST progress monitoring assessment and the Unique curriculum to support identifying specific areas and determining goals for our Differently Abled students.

Action 4.4: Supplemental Support Staff: SJUSD continues to provide for additional supplemental support staff such as 3 Special Education Coordinators, 2 Teachers on Special Assignment, 1 Transition Specialists, 2, Behavior Specialists, 1 Special Education clerk, and mental health instructional aides to improve our services to our Differently Abled students.

Action 4.5: Improve Culture and Climate to Increase Inclusivity: SJUSD was able to fully fund a Special Education Teacher on Special Assignment (TOSA) to support General Education teachers with instructional strategies and implementation of learning strategies. SJUSD provided funds activities for Disabilities Awareness Month/Celebrating Differences. Although funds were made available not all sites

purchased items to participate in events for Disabilities Awareness Month. Next school year the SPED Advisory Council along with SJUSD will coordinate a district wide events. SJUSD's transition specialists offered transition/resources activities. SJUSD did not host an abilities sporting event, but they did start a committee to implement an event next school year. North Mountain Middle School and Monte Vista Middle School had sporting event for Differently Abled students called, Unified Sports which included Basketball programs/games for Differently Abled students.

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.

SJUSD identified 10% as being substantive material difference.

Action 4.1 :Estimated Actual expenditures reflect additional expenditures due to the raise that teachers received.

Action 4.2: Estimated Actual expenditures reflect additional expenditures due to increase in salaries due to the raise that teachers received.

Action 4.3: Estimated Actual expenditures reflect an increase in budget amount, the contracts increased.

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

SJUSD is committed to implementing a Multi-Tiered System of Supports to address the needs of individual students, in order to exit Differentiated Assistance and improve outcomes for Students With Disabilities. The actions in Goal 4 are designed to improve academic and social-emotional outcomes for Students With Disabilities. While the District is not currently meeting desired outcomes for our Students With Disabilities as measured by the California School Dashboard, there are some areas that indicate improved outcomes. While SJUSD's graduation rate for Students With Disabilities has remained consistent over the past three years of the LCAP, reported as 76.7% in 2023, the District has observed growth in College and Career Readiness since it was last reported on the California School Dashboard in 2019. In 2019, there were only 1.1% of 89 Students With Disabilities meeting college readiness, which means there was only 1 student. In 2023, the percentage increased to 7.8% of 129 Students With Disabilities, which means there were at least 10 students meeting college readiness criteria. A review of the 2023 College/Career Levels and Measures Report indicates that there were an additional 26.4% of Students With Disabilities that were approaching readiness. This is a 16.3% increase from the last time the data was reported in 2019. Since 2020, the District has demonstrated an increase in both the percentage and number of students that are meeting at least one of the 11 approved indicators for college readiness. For Students With Disabilities, there has been an increase in Career Technical Education completion, meeting the A-G requirements and demonstrating proficiency on the Smarter Balanced Assessments. Unfortunately, in order to be reported as meeting college readiness, students must meet more than one of certain criteria which is why our Students With Disabilities continue to perform at only 7.8%, which is considered the very low level. However, if both status and change would have been reported on the California School Dashboard for 2023, our Students With Disabilities might have been reported as 'Increased' by the original 5 x 5 performance table, which would have changed the performance level to orange and potentially allowed the District to exit from Differentiated Assistance.

Additionally, due to a disproportionate identification of African American students for Emotionally Disturbed, the District was also previously identified for Compliance Improvement Monitoring (CIM) and has been receiving additional technical assistance from a state identified provider. Through the District's work, a part of which has been implementing a Multi Tiered System of Supports, there has been an improvement for two years in a row with the monitoring level as reported through the annual determination review which includes 14 different data indicators specifically for Students With Disabilities. In 2022, the District was identified as Intensive Level 1, then improved to Targeted Level 3 in 2023 and has now improved to Targeted Level 2 in 2024. These improvements, indicate that the District is making progress with various metrics related to our Students With Disabilities, but at this point the actions have been ineffective at improving the metrics on the California School Dashboard to be able to exit Differentiated Assistance.

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.

Goal 4 will be eliminated as a separate goal in 2024-25 LCAP. The goal will be integrated into goal 1, goal 2, and goal 3 in the 2024-25 LCAP.

Action 4.1: MTSS Support Teachers will be eliminated in next year's LCAP due to the end of the funding source it was paid out of. This action was non-contributing.

Action 4.2: Expand Inclusion action will not be included in the 2024-25 LCAP but will continue to be funded out of a non-contributing fund.

Action 4.3: Supplemental Resources and Materials action will not be included in the 2024-25 LCAP but will continue to be funded out of a non-contributing fund.

Action 4.4 Supplemental Support Staff action was moved to Goal 1, action 1.8 and renamed Special Education Teacher on Special Assignment (TOSA)

Action 4.5: Improve Culture and Climate to Increase Inclusivity action will be moved to Goal 2, Action 2.13 Activities to promote inclusivity of SWD.

The metric source for #4 Pupil Participation in Statewide Assessment-ELA and #5 Pupil Participation in Statewide Assessment-Math was changed to Data Quest. Additionally the metric source for #6 and #7 was changed the CIM report.

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

# Goals and Actions

## Goal

Goal #	Description
5	The district will increase/increase significantly the achievement of Foster Youth in ELA and mathematics and decline/decline significantly in chronic absenteeism for Foster Youth to exit Differentiated Assistance.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#1 Pupil Achievement on Statewide Assessments-ELA	<p>Data Source: California School Dashboard 2022</p> <p>All Students in ELA: 47.8 points below the standard (status level: low)</p> <p>Foster Youth students ELA: 109.7 points below the standard (status level: very low)</p>	Goal 5 did not exist until 23-24	Goal 5 did not exist until 23-24	<p>Data Source: California School Dashboard 2023</p> <p>All Students: -52.7 points below standard (orange performance level)</p> <p>Foster Youth: -84.4 points below the standard (orange performance level)</p>	<p>Student Performance identified in the (yellow performance level)</p> <p>Foster Youth students: 94.7 points below standard (yellow performance level)</p>
#2 Pupil Achievement on Statewide Assessments-Math	<p>Data Source: California School Dashboard 2022</p> <p>All Students: 99.2 points below the standard (status level: very low)</p>	Goal 5 did not exist until 23-24	Goal 5 did not exist until 23-24	<p>Data Source: California School Dashboard 2023</p> <p>All Students: -98 points below standard (red performance level)</p>	<p>Student Performance identified in the (yellow performance level)</p> <p>Foster: 125.7 points below the standard (yellow performance level)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Distance from standard for Math: 140.7 points below the standard (status level: very low)			Foster Youth: -141.1 points below standard (red performance level)	
#3 Pupil Participation in Statewide Assessment Math	Data Source: California School Dashboard 2022  95.0% minimum participation rate	Goal 5 did not exist until 23-24	Goal 5 did not exist until 23-24	Data Source: California School Dashboard 2023  Foster Youth: 97%	Maintain Target Met 95.0%
#4 Chronic Absenteeism	Data Source: California School Dashboard 2022  All Students: 42.1% chronically absent (status level: very low)  Foster Youth students: 45.8% of foster students are chronically absent (status level: very low)	Goal 5 did not exist until 23-24	Goal 5 did not exist until 23-24	Data Source: California Dashboard 2023  All Students: 32.4% of students chronically absent  Foster Youth: 36.3% of students chronically absent	Foster Youth students: 10.0% of students chronically absent (green performance level)
#5 Pupil Achievement on Local Assessment - Reading (i-Ready)	Data Source: Schoolzilla 2022-2023 Middle of the Year(MOY)	Goal 5 did not exist until 23-24	Goal 5 did not exist until 23-24	Data Source: Schoolzilla 2023 Middle of the Year(MOY)	Foster Youth students: 37% from 10 kids to 20 kids (addtl 10 are 1 grade level below)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	25.1% of students are performing at grade level standards  Foster Youth students: 15.4%			27.1% of students are performing at grade level standards  Foster Youth: 20.3%	
#6 Pupil Achievement on Local Assessment - Math (i-Ready)	Data Source: Schoolzilla 2022-2023 Middle of the Year(MOY)  13.3% of students are performing at grade level standards  Foster Youth students: 9.6%	Goal 5 did not exist until 23-24	Goal 5 did not exist until 23-24	Data Source: Schoolzilla 2023 Middle of the Year (MOY)  All Students: 14.5% of students are performing at grade level standards  Foster Youth: 9.2%	Foster Youth students: 18% from 5 kids to 10 kids (addtl 5 are 1 grade level below)

## Goal Analysis

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

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

Action 5.1 Foster Youth Enrichment & Engagement: This action was fully implemented.

Provide School Supplies: Before school SJUSD held a resource fair for Foster Youth where students were able to get information about district and community resources, as well as backpacks with school supplies, free hair cuts, and hygiene products.

Provide Enrichment Field Trips: SJUSD organized a field trip to the Living Desert for elementary students in grades 2 through 5. Students were able to learn about the ecology of various animals. Secondary students were able to attend college field trips and learn about programs that offer specific support to former Foster Youth.

Extracurricular Activities and Enrichment: Funds were provided to each school site to offer small group activities and to foster connection with adults on campus. Wellness activities were provided to secondary students. SJUSD also provided support to Foster Youth seniors by assisting in funding extracurricular activities related to their senior year.

Provide Foster Youth Advisory Council: SJUSD held six Foster Youth/McKinney Vento Parent/Caregiver Advisory Council meetings. Foster Families/Caregivers were provided additional support by the District's Foster Youth Counselor.

Action 5.2 Parent & Family Engagement: This action was fully implemented. SJUSD funded a Foster Youth Family/Community Liaison. This is a part time position which creates a challenge due to the fact that the family/community liaison does not have enough time to address all of the needs of foster youth and foster parents. Much of the time is spent on running and updating reports, which leaves limited time for providing direct support to families.

Action 5.3 Foster Youth School Counselor: This action was fully implemented. The District Foster Youth School Counselor provided case management, an additional layer of targeted support for foster students, coordinates services, and collaborates with social workers and agencies to support students.

Action 5.4 Mentoring Services: This action was partially implemented. Mentoring Through Action and Rise Above Mentoring were able to include Foster Youth in need of mentoring into their existing program. This did not occur at all school sites that have mentoring services. To address this issue, next year the district will provide training to the school site administrator and mentoring program to ensure that specific student groups that meet the metric criteria receive priority for services.

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

SJUSD identified 10% as being substantive material difference.

Action 5.1: Estimated Actual expenditures reflect additional expenditures due to the approval of the district in providing more enrichment and engagement activities. Additionally, SJUSD was able to purchase more school supplies for foster youth students. The increase of funds was based on the state adopted budget.

Action 5.2: In 2023-24 school year SJUSD provided a raise to all staff. The amount budgeted for this action item did not reflect the raise that is why the amount spent was over budget.

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

SJUSD is committed supporting their Foster Youth students and recognize the special needs they have. Goal 5 was to improve the achievement of Foster Youth in ELA and mathematics, as well as have a decline in chronic absenteeism in order to exit Differentiated Assistance. According to the 2023 California Dashboard Foster Youth students scored 84.4 points below the standard (orange performance level), which was an increase from 2022 where Foster Youth scored 109.7 points below the standard (status level: very low). Additionally, SJUSD saw a decrease in Chronic Absenteeism from 45.8% to 32.4%. SJUSD has exited Differentiated Assistance.

Action 5.1: Foster Youth & Enrichment and Engagement has proven to be effective. Students responded favorably to the fieldtrips and engagement activities.

Action 5.2: Having a Foster Youth Family/Community Liaison has proven to be effective. This position has ensured that state required documentation occurs and that additional support is provided to Foster Youth and families. Foster parents/guardians have provided positive feedback about the resources, services, and workshops that have been provided.

Action 5.3: Having a district Foster Youth Counselor has proven to be effective. The Foster Youth Counselor has been proactive in creating "All Star Success Plans" with Foster Students who struggle with academics, behavior, and/or attendance. The counselor assisted students in developing SMART goals with specific strategies to improve student outcomes. Additionally, the Foster Youth Counselor provides case management and coordination of services with various service providers including social workers. The Foster Youth counselor helped organize positive engagement activities such as field trips and wellness activities. As of April 2024 the chronic absentee rate for Foster Youth is 30% (schoolzilla) and the suspension rate for Foster Youth is 5.8% (schoolzilla) which are both trending lower than last year.

Action 5.4: The mentoring services are effective, but SJUSD needs to work on ensuring that Foster Youth get priority services and that the progress monitoring system is in place.

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.

Goal 5 will be eliminated in the 2024-25 LCAP as CDE no longer requires a separate goal for Differentiated Assistance. Although SJUSD is no longer in Differentiated Assistance all of the action items will be moved to Goal 2 and Goal 3.

Action 5.1 Foster Youth Enrichment & Engagement will move to Goal 3 and renamed Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.

Action 5.2: Parent & Family Engagement was moved to Goal 2 and renamed Action 2.3: Provide Additional Support for Foster Youth.

Action 5.3 Foster Youth School Counselor was moved to Goal 2 and renamed Action 2.3: Provide Additional Support for Foster Youth.

Action 5.4: Mentoring Services was eliminated from the LCAP and will continue to be paid for out of a non-contributing fund in 2024-25.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## 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.

San Jacinto Unified School District is located in San Jacinto, California which is approximately 85 miles east of Los Angeles and 90 miles north of San Diego. San Jacinto city has approximately 55, 290 residents, with a median household income of \$64, 561 (city-data.com). The district is comprised of 14 schools which include: six TK-5 schools, two TK-8 schools, two 6-8 middle schools, one 6-12 school, one comprehensive 9-12 high school, one new middle college high school, and two alternative schools. One of our TK-8 Schools is San Jacinto Technology Institute which is a virtual school and one of our TK-8 Schools is Edward Hyatt World Dual Language Academy. In the 2023-24 school year SJUSD opened San Jacinto Middle College Program. SJUSD has Universal Transitional Kindergarten at each of the elementary schools and six half-day State Preschool programs. Additionally, SJUSD has a community based adult transition program for students 18 to 22 years old and an adult education program. All schools follow a traditional calendar.

San Jacinto Unified School District is a diverse district that serves approximately 10,400 students. The approximate demographic break down includes the following: 1% of students identify as American Indian, 1% as Asian and Pacific Islander, 8% African American, 79% Hispanic, 7% White, .5% Filipino, and 3% multiple ethnicities. Furthermore, approximately 82% of students are Socioeconomically Disadvantaged, with 17% English Learners, 16% Differently Abled students, 2% McKinney Vento/Homeless and 1% Foster Youth.

The mission of San Jacinto Unified School District is: SJUSD provides equity and access to ensure each and every student achieves high levels of learning while developing cultural responsiveness and social responsibility.

The vision of San Jacinto Unified School District is the following: SJUSD’s safe, nurturing, transformative and equitable culture ensures each and every student graduates college and career-ready with a passion for learning, the motivation to live responsibly and the capacity to be problem solvers as they successfully navigate their unique futures.

SJUSD has a variety of specialized programs, such as, but not limited to, Leader in Me School, Primary Years International Baccalaureate program, high school International Baccalaureate program, Advanced Placement program, Building Assets and Reducing Risks (BARR) program, a wide range of Career Technical Education programs, Advancement Via Individual Achievement (AVID), Science, Technology,



Engineering and Math (STEAM), a Middle College Program, a Puente Program, Junior Reserve Officer Training Corp (JROTC), Dual and Concurrent Enrollment with Mount San Jacinto College, and extracurricular activities such as instrumental/vocal music, athletics, and the performing arts.

A new additional funding source in 2024-25 are the Equity Multiplier Funds. The eligibility criteria for these funds requires that schools have a non-stability rate (students moving in and out of school in a given year) of 25% or higher. Schools in San Jacinto Unified School District that qualify for the equity multiplier funds include: Monte Vista Middle School (25.42% non-stability rate), Mountain Heights Academy (69.06% non-stability rate), Mountain View High School (74.3% non-stability rate), North Mountain Middle School (26.13% non-stability rate), San Jacinto Elementary School (26.6%), and San Jacinto Technology Institute (56.39%).

## Reflections: Annual Performance

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

### Successes:

In the 2023-24 school year SJUSD has worked hard to strengthen their systems to support for students. Some of the SJUSD metrics are evidence that SJUSD is heading in the right direction. A review of SJUSD's most recent iReady data shows that students have maintained consistent achievement in English Language Arts and Mathematics when compared to their end of year results over the prior three years. However, with deeper analysis, SJUSD was able to identify that they are seeing growth in some grade levels and students groups. For example, SJUSD's current 3rd grade students are demonstrating a 6% increase and 7th grade students are demonstrating a 4% increase in reading proficiency on the end of year iReady assessments when compared to prior years. Additionally, through intentional instructional support for English Learners, SJUSD's students have demonstrated a 2% increase in reading proficiency as measured by the end of year iReady. SJUSD also saw an increase in college and career indicators, 31.2% of students were college and career ready which is an increase from 2020 (2023 CA Dashboard). The following student groups had an increase in percentage of being prepared for college and career: English Learners (12.1%), Foster Youth (18.2%), Homeless students (11.5%), Socioeconomically Disadvantaged students (30.2%) and Differently Abled students (7.8%) being college and career ready (2023 CA Dashboard). SJUSD class of 2023 had an increase in all students meeting the University of California and California State University Entrance Requirements (A-G Rates) at 39.9%. San Jacinto High School had exceptional growth in A-G rates, with 61.9% of class of 2023 meeting A-G requirements, which is 9.5% percent higher than the state (52.4%). There was also an improvement in percentage of students completing both UC/CSU Entrance Requirements and a Career Technical Education Program (14.7%) and in the percentage of students completing a Career Technical Education pathway (22.4%) (California School Dashboard 2023).

According to the 2023 California Dashboard SJUSD had a 9.7% decline in chronic absenteeism with a total 32.4% chronic absenteeism rate and an overall increase of attendance (90.8%). As of May 2024, SJUSD had a 27.1% chronic absenteeism rate and a 2.9% suspension rate (Schoolzilla). SJUSD also had an increase in elementary students having a favorable sense of belonging (66%) at school in the Fall of 2023, which is a 5% increase compared to the previous year. In 2023 13 of SJUSD schools received the California State PBIS Awards. San Jacinto Leadership Academy received the Platinum Implementation Award, Mountain View High School, North Mountain Middle School, Park Hill Elementary School, Record Elementary School, Estudillo Elementary School, Hyatt World Language Academy, and De Anza Elementary

School received the Gold Implementation Award. San Jacinto High School, San Jacinto Technology Institute, Monte Vista Middle School received the Silver Implementation Award. Megan Cope Elementary School and San Jacinto Elementary School received the Bronze Implementation Award. This is evidence that SJUSD is progressing in implementing PBIS and MTSS. SJUSD also saw an increase in families feeling satisfied with their child's school experience in 2023-24 (94%), and in parents/guardians being asked to volunteer (84%) which is 9% higher than the previous year. SJUSD is proud that they exited Differentiated Assistance for Foster Youth students and showed a significant decrease in chronic absenteeism from 45.8% in 2022 to 32.4% in 2023, Foster Youth students also had a growth in English Language Arts. Although SJUSD remains in Differentiated Assistance for Students With Disabilities they saw progress, according the 2023 CA Dashboard there was an increase in the percentage of Student With Disabilities who were college and career ready (7.8%) and an increase in the percentage of students in the the least restrictive environment 80% or more of the time (62.4%). Additionally in the 2022-23 school year there was an increase in attendance (90.2%) according to Schoolzilla attendance report. When examining data for English Learners SJUSD had a 18.7% reclassification rate for English Learners (CA Dashboard 2023) and there was an increase in percentage of English Learners completing the A-G requirements and completing a Career Technical Education pathway in 2023 (6%), as well as an increase in English Learners completing a Career Technical Education pathway (17.2%) compared to the previous year. In 2023-24 SJUSD's District Leader MTSS team worked collaboratively to develop a Quality First Instruction model that is designed support tier one instruction and support for social/emotional, behavior, and academics. SJUSD is excited to move into next school year to implement Quality First Instruction in all three domains as this will strengthen tier one of the Multi-Tiered System of Supports.

#### Areas for Growth:

##### Differentiated Assistance Identification--

Based on the 2023 California School Dashboard data SJUSD continues to be identified as being in Differentiated Assistance (D.A.) for Students With Disabilities and was put into Differentiated Assistance in 2023-24 for Homeless (McKinney Vento) students due to these student groups scoring at the lowest performance level (red) in three areas. Students With Disabilities scored in the red for English Language Arts (-113.30 points below the standard), Mathematics (-150.3 points below the standard), and College and Career Indicators (7.8% prepared-very low performance). SJUSD is also in Differentiated Assistance for Homeless students scoring in the red for English Language Arts (-89.4% points below the standard), Mathematics (129 points below the standard), and Chronic Absenteeism (63.6%). Through actions in SJUSD's LCAP Students With Disabilities and Homeless Students will be provided additional support such as targeted support for students with attendance concerns, school site leaders will be provided additional support and coaching from district leaders to work on strengthening systems to support Students With Disabilities and Homeless student in the areas of academics, behavior, and social/emotional. Additionally Teachers on Special Assignment will provide support and coaching to assist teachers in implementing Quality First Instruction inclusive of training on scaffolding and differentiation approaches.

##### Student Groups in SJUSD that scored at the lowest performance level (red)--

Below are the student groups in SJUSD that performed at the lowest performance level (red) and the area according to the 2023 California Dashboard:

##### Academic Indicator:

English Language Arts--English Learners, Homeless Students, Students With Disabilities, and African American Students

Math--Socioeconomically Disadvantaged Students, English Learners, Foster Youth, Homeless Students, Students With Disabilities, African American, American Indian, and Hispanic

## College and Career Indicator-Students With Disabilities

### Pupil Engagement:

#### Chronic Absenteeism-Homeless Students and Asian Students

Below are the school sites in SJUSD that have been identified according the CA Dashboard (2023) for having lowest performance levels (red)on a specific data indicator:

San Jacinto High School

Academic Indicator: Math

Mountain View High School

Academic Indicator: English Language Arts, Math, College and Career Indicator

Mountain Heights Academy

Academic Indicator: College and Career Indicator

Park Hill Elementary School

Academic Indicator: English Language Arts, Math

San Jacinto Elementary School

Academic Indicator: English Language Arts, Math

Estudillo Elementary School

Pupil Engagement: Chronic Absenteeism

De Anza Elementary School

Academic Indicator: English Learner Progress Indicator (ELPI)

Megan Cope Elementary School

Academic Indicator: English Learner Progress Indicator (ELPI)

San Jacinto Technology Institute

Academic Indicator: English Learner Progress Indicator (ELPI)

Below are student groups with schools that performed at the lowest performance level(red) (CA Dashboard 2023):

San Jacinto High School

Academic Indicator:

English Language Arts--English Learners, Students With Disabilities, and African American students

Math--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, Hispanic students

Pupil Engagement:

Graduation Rates--Students With Disabilities

School Climate:

Suspension Rates--English Learners, Homeless students, American Indian students

SJHS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include focusing on parent engagement via contracting services for Parent Institute for Quality Education (PIQE), providing professional development to implement the Eight Standards for Mathematical Practice and on differentiation practices. Additional professional development will be offered for English teachers to support the student groups in the red, focused targeted support/interventions for students struggling with behavior, and provide an intervention for SWD focused on foundational reading strategies

Mountain View High School

Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, Hispanic

Math-Socioeconomically Disadvantaged

College and Career Indicators--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, Homeless students, Hispanic students

MVHS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red.

Some of the actions include focusing on providing targeted support to in English Language Arts and math to student groups in the red by funding extra duty for staff to provide interventions/instruction. Through their Equity Multiplier funds MVHS will also be providing a new CTE program and a pre-apprenticeship program.

Mountain Heights Academy

Academic Indicator:

College and Career Indicator--Socioeconomically Disadvantaged

MHA's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red.

Some of the actions include focusing on providing targeted support in English Language Arts and math to student groups in the red by funding extra duty for staff to provide interventions/instruction, provide professional development for staff on using Ellevation platform to monitor English Learners, as well as engaging parents by providing workshops to support families. Through their Equity Multiplier funds MVHS will also be providing a new CTE program and a pre-apprenticeship program.

San Jacinto Leadership Academy

Academic Indicator:

Math--English Learners

SJLA's School Plan for Student Achievement (SPSA) for 2024-25 includes providing professional development to teachers on in strategies and scaffolds that support making meaning of text (through academic language and comprehension)targeting Long Term English Learner

Students (LTEL) in 9th-12th grade (district adopted curriculum/platforms). Additionally, certificated staff will identify domain specific vocabulary in concepts procedures and create a peer tutoring model that supports domain specific language with LTELs.

#### Monte Vista Middle School

Academic Indicator:

English Language Arts--English Learners, Students With Disabilities

Math--English Learners

School Climate:

Suspensions--African American students

MVMS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include increasing parent/family engagement by providing i-Ready parent/guardian workshops that will provide iReday support resources for home use. In order to address the low performance of all students, with a focus on English Learners and Students with Disabilities, teachers will be trained on implementing scaffolds/differentiation to reteach standards. Additionally, teachers will be provided release time to participate in coaching cycles that focus on establishing routines for self-regulation, class expectations, and non-verbal cues. MVMS's Equity Multiplier funds will provide professional development for teachers on going deeper into content standard and provide a MTSS Teacher on Special Assignment to strengthen the behavior and social/emotional supports for students, specifically student groups in the red.

#### North Mountain Middle School

Academic Indicator:

English Language Arts--English Learners, African American students

Math-African American students

NMMS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include providing California Association for Bilingual Education (CABE) Family and Community Engagement workshops for parents/guardians, as well as providing after school support for English Learners that is focused on the writing domain to support reclassification. NMMS plans on offering professional development for math teachers focused on differentiation tool training through Edia platform. To address the need of the gradual release of responsibility, teachers will also be provided with professional development.

#### Record Elementary School

Academic Indicator:

English Language Arts--Students With Disabilities

Pupil Engagement:

Chronic Absenteeism--African American students

School Climate:

Suspensions--African American students

Record's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include providing professional development from iReady in the use of the ELA and Math Toolbox resources to scaffold learning for students, provide Strategy Share for families to increase collaboration with the site and families on instructional practices, and provide professional development for staff on how to implement Check In/Check Out for students who are chronically absent and/or struggling with behavior..

### De Anza Elementary School

Academic Indicator:

English Language Arts--Students With Disabilities

English Learner Progress Indicator (ELPI) (School in Red for ELPI)

Math--Students With Disabilities

Pupil Engagement:

Chronic Absenteeism--Multiple Races

De Anza's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. In order to address the low performance of all students, with a focus on Students with Disabilities, Two or More Races, White, and English Learners, 1st and 2nd grade teachers will receive extra duty pay to attend professional development focused on implementing the word chains strategy to effectively and explicitly teach phonics to support reading. Teachers will also receive release time to participate in modeling/coaching and receive feedback of the strategy. In order to address the low performance of all students, with a focus on Students with Disabilities, Two or More Races, White, and English Learners, 3rd-5th grade teachers will receive professional development focused on vocabulary development through the Words to Know instructional routine to effectively increase word knowledge to improve reading comprehension. In order to address the low performance of all students, with a focus on Students with Disabilities, White, and English Learners, teachers will receive additional professional development on the Read, Write, Draw math strategy to teach number sense. In order to address the low performance of all English Language Learners, with a focus on our ARLETs, designated ELD teachers will be provided with release time to observe and receive feedback and coaching, focused on using text reconstruction during designated ELD with a focus on summary writing skills. Additionally the site will provide additional funding to staff to provide attendance interventions for students who are chronically absent.

### Estudillo Elementary School

Academic Indicator:

English Language Arts--English Learners, Students With Disabilities

Math--Students With Disabilities

Pupil Engagement:

Chronic Absenteeism--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, African American Students, White Students

Estudillo's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include provide professional development for 3rd-5th grade teachers on engaging students in mathematics learning, provide funding to support the implementation of a math parent night, a parent night for English Learners including Long Term English Learners to provided an overview of strategies to continue Language acquisition, and an attendance night aimed at students who are in the red for chronic absenteeism. Additionally, the plan includes providing teachers two days of professional development provided by the EL Department that focuses on integrated and designated ELD strategies to improve vocabulary development. Check in - Check out system will be implemented to support student groups in the red for chronic absenteeism.

### Megan Cope Elementary School

Academic Indicator:

English Language Arts--Students With Disabilities



## English Learner Progress Indicator (ELPI) (School in Red for ELPI)

### Pupil Engagement:

#### Chronic Absenteeism--White students

Megan Cope's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. To address the low performance of English Learners and Students With Disabilities in the domain of reading comprehension, Megan Cope Elementary will provide 2 days of professional development by Corwin Consultant for 28 teachers, in grades K-5 and SAI Teachers, Teachers will receive professional development in text dependent questions that pertain to: general understanding, key details, and vocabulary and text structure. This will be done through the coaching cycle (lesson design, modeling, observing, and feedback). To address the low performance of SWD, EL, SED, and HIS students in Math, 6 hours (2 hours/each trimester) of extra duty time will be provided to four 4th grade teachers and 1 SAI teacher to receive additional coaching through co-planning, modeling, and feedback in an effort to build the capacity of the implementation of the 3 reads strategy to improve 4th grade student's problem solving skills. To address chronic absenteeism for white students extra duty will be paid to a staff member to provide weekly check ins with parents of students who are chronically absent. Additionally to improve parent engagement the SPSA includes providing Parent Institute for Quality Engagement.

## Park Hill Elementary School

### Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, African American Students, Hispanic Students

Math--Socioeconomically Disadvantaged, English Learners, Students With Disabilities, Hispanic Students

### School Climate:

Suspensions--Student With Disabilities, Multiple Races

Park Hill's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Park Hill Elementary will provide teachers in Kindergarten-5th, 3 half days each of release time each trimester to co-plan, model, and provide feedback on the text reconstruction strategy and other identified math strategies through core content to support vocabulary development. Provide modeling of comprehension strategy using African American literature to help improve ELA for African American students. To address the needs of the LTEL and ARTEL students, Park Hill will provide 4 teachers release time to co-plan, model and provide feedback on test reconstruction strategy during designated ELD time. In order to decrease chronic absenteeism and suspension rates, Park Hill Elementary will build a parent leadership team, with representatives from designated disproportionate students groups, to develop capacity in communicating attendance and behavior expectations. We will provide training costs for 3 parents and 3 school staff to participate in professional development from Family Leadership, Inc., on parent leadership. Implementation data will be measured by parent participation in parent led workshops.

## San Jacinto Elementary School

### Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, English Learners, Students With Disabilities and Hispanic

Math--Socioeconomically Disadvantaged, English Learners, Students With Disabilities and Hispanic

### School Climate:

Suspensions: Students With Disabilities, African American students

SJE's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. In order to address the needs of all students, focusing on AA and SWD, release time will provide for teachers to participate in a coaching cycle



focusing on the implementation of the Cognitive Content Dictionary Strategy to improve vocabulary development. In order to address the needs of all students, focusing on AA and SWD, 2 days of release time will provide for teachers to participate in a coaching cycle focusing on the implementation of math PD. To address the need of English learners, forced on ARLETs, release time will be provided to attend a training that will focus on using data from iReady and additional resources to improve vocabulary development and how those resources can be used during designated ELD. SJE will also implement Check In/Check Out to support students struggling with behavior.

#### San Jacinto Technology Institute

Academic Indicator: English Learner Progress Indicator (ELPI) (School in Red for ELPI)

SJTI's School Plan for Student Achievement (SPSA) for 2024-25 includes providing professional development on Specific Strategies of Discussion Round Table (DRT) and Text Rendering (TR) as part of the first read in Close Reading for vocabulary instruction and comprehension of grade level text. Provide professional development for teachers to target academic vocabulary in mathematics through Ellevation Math for ELL's to effectively support English Language Learners and Students with Disabilities. To support students with content outside of school hours, provide 24/7 tutoring through "Paper Tutoring"

SJUSD will address the identified needs of the above student groups, and/or schools through focusing on the three LCAP goals. Goal 1-- Academic Performance: In order increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency. Based upon using improvement science to determine how to best support students, student groups, and school sites that are in the red (lowest performance level) one of the primary drivers leading to the above data is that students experience inconsistent instruction, therefore goal one's focus on continuous improvement is embedded with the Multi-Tiered System of Supports framework, focusing on improving consistency in quality first instruction. SJUSD will provide support by providing supplemental instructional materials and resources that extend core adoptions and improve Quality First Instruction. SJUSD will enhance professional development opportunities for teachers and instructional leaders by embedding coaching to improve implementation of evidenced based strategies'. Additionally SJUSD will strengthen systems to monitor the implementation of evidence based strategies and measure student progress, and utilize data to implement a tiered system of supplemental and intensive supports within Quality First Instruction to address the individual needs of designated students groups identified as under performing. Goal 1 will specifically focus on developing a districtwide literacy plan based on the "Science of Reading." The Science of Reading focuses on phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. SJUSD's K-2nd grade instructional focus will be on developing foundational skills (print concepts, phonological awareness, phonics and work recognition, fluency, foundational skills for English Learners) and meaning making. 3rd-5th grade instructional focus will be meaning making with complex text and content knowledge-language.

Goal 2- Engagement: Engage students and parents/guardians by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued and empowered to succeed academically, socially, and emotionally. By fostering a positive school culture/climate that is safe, culturally responsive and fosters supportive relationships, engages parents/families goal 2 will provide a Multi-Tiered System of support for social/emotional and behavior. School leaders who have student groups in the red will be provided additional coaching and support on how to increase metrics in goal 2 (chronic absenteeism, student connectedness, behavior, graduation rates). This action will enable supplemental and targeted support to student groups in the red, as well as provide a comprehensive parent/family engagement plan, a Multi-Tiered attendance plan, tiered approaches to supporting behavior and ensuring that each site has what they need to implement their school safety plans.

Goal 3--Conditions for Learning-SJUSD will maintain high quality staff, facilities, and access to a broad course of study. This action will support school sites and student groups in the red by providing access to 21st century materials , providing coaching, professional development and support to new teachers, and providing access to standard materials.

By focusing on these goal, utilizing a Multi-Tiered System of Supports framework that address the whole child (academic, behavior, and social-emotional) and focusing on Quality First Instruction (QFI) which addresses the social/emotional, behavior, and academic domains in the classroom (tier 1) SJUSD is confident that they will see growth in student performance indicators.

## Reflections: Technical Assistance

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

SJUSD Students With Disabilities student group continues to be eligible for Differentiated Assistance as they received the lowest performance outcome (red) for English Language Arts, Mathematics, College and Career Indicators. According to the 2023 California School Dashboard Students With Disabilities scored -113.30 points below the grade level standard on the Statewide Assessment for English Language Arts, -150.3 points below the grade level standard on the Statewide Assessment for Mathematics, and 7.8% of SWD were College and Career Ready. There is also a disproportionate number of Students With Disabilities getting suspended, in 2023 5.7% of students were suspended at least once, compared to the overall 3.1% suspension rate (CA School Dashboard 2023).

District leaders and site administrators have focused on examining the system in relation to how it supports Differently Abled students and is focused on strengthening their Multi-Tiered Systems of Support and fully implementing MTSS by June 30, 2025. Over the last three years leaders have been receiving professional development in using improvement science to examine their site's process in supporting students and examining their special education referral process. In the the 2021-22 and 2022-23 school years, the district team with the support of the Riverside County SELPA engaged in district systems investigation; identifying root causes, primary drivers, and change ideas that led to the development of a three year Compliance and Improvement Monitoring Plan in order to improve outcomes for Differently Abled students. The district continues to implement the action items in the Compliance and Improvement Monitoring plan in the 2023-24 school year and will continue implementation and monitoring activities through 2025. Additionally, in 2023-24 the SJUSD District Leader MTSS team participated Compliance and Improvement Monitoring Technical Assistance offered by Placer county with the aim of improving collective efficacy in the District's team, in fully implementing MTSS, and in developing a support system to help coach and guide Principals to lead the improvement of outcomes for Differently Abled students. In 2023-24 The District Leader MTSS team developed a Quality First Instruction Fidelity Tool that will enable site leaders to focus on quality first instruction at a tier one level inclusive of social/emotional, behavior, and academic support. Implementing Quality First Instruction will be the focus of professional development for staff in the 2024-25 school year. SJUSD will continue to fund staff to support Students With Disabilities such as the Transition Specialist, who works closely with students to make sure that they have a post-secondary education plans completed, our Coordinators of Special Education who support all of the school sites in meeting the needs of our students, as well as Teachers On Special Assignment who provides strategies for teachers on how to best support Differently Abled students in the classroom. As part of the California Department of Education's Quality Assurance process to ensure compliance and improvement of statewide special education programs, the State Performance Plan includes indicators for the performance of district special education programs.

Additionally, due to a disproportionate identification of African American students for Emotionally Disturbed, the District was also previously identified for Compliance Improvement Monitoring (CIM) and has been receiving additional technical assistance from a state identified provider. Through the District's work, a part of which has been implementing a Multi Tiered System of Supports, there has been an improvement for two years in a row with the monitoring level as reported through the annual determination review which includes 14 different data indicators specifically for Students With Disabilities. In 2022, the District was identified as Intensive Level 1, then improved to Targeted Level 3 in 2023 and has now improved to Targeted Level 2 in 2024. The district has improved in the area of Least Restrictive Environment for both Students With Disabilities that are in the general education setting for 80% or more of their day (increased from 60.36% in 2022-22 to 62.4% in 2022-23). According to the 2023 CA Dashboard there was an increase in the percentage of Student With Disabilities who were college and career ready (7.8%) and an increase the 2022-23 school year for attendance (90.2%) according to Schoolzilla attendance report.

Based on the 2023 California School Dashboard SJUSD was identified as being eligible for Differentiated Assistance for Homeless students as they received the lowest performance outcomes for English Language Arts (-89 below the grade level standard), mathematics (-129 points below the grade level standard), and having a very high chronic absenteeism rate of 63.6%. To assist this student group in moving out the lowest performance level SJUSD plans on fully implementing MTSS and Quality First Instruction and provide targeted support to Homeless students. The LCAP actions will increase professional development focused on Quality First Instruction, provide coaching to leaders and teachers, provide support with data analysis, and implementation of evidence based practices. The LCAP action items will also provided tier 2 and tier 3 support for homeless students struggling with attendance, behavior, academics, and social/emotional well-being.

## 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.

Mountain View High School is currently eligible for Comprehensive Support and Improvement for performing in the lowest performance level (red) on the California School Dashboard for English Language Arts, Math, and College and Career Indicators.

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

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

Mountain View High School has received substantial support from the District due to their CSI status in order to develop an improvement plan. In 2022-2023, the school leadership team received 20 days of intensive support from Riverside County Office of Education and the Core Collaborative , which involved a comprehensive root cause analysis and personalized support to conduct Plan, Do, Study, Act (PDSA) cycles of improvement, primarily to address increasing the percentage of students demonstrating College and Career Readiness. Additionally, Riverside County Office of Education provided an additional 6 days of support to principals during the 2023-2024 school year that focused on root cause analysis, initiative mapping, identifying evidence based actions and developing a comprehensive plan to monitor the implementation and effectiveness of their actions. With ongoing support from the District, Mountain View High School has identified the need to address the resource inequity of not providing a Career Technical Education pathway for their students, which is the primary focus for their Comprehensive Support and Improvement Plan.

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

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

Through our assessment and data analysis team, the District is monitoring the plan for Mountain View High School to increase the number of students that enroll in one of the four new CTE pathways by looking at current enrollment in each course. Additionally, Mountain View High School is monitoring the achievement of each student in the pathway and providing support to increase the likelihood of students successfully completing the pathway. The District will evaluate the effectiveness of Mountain View High School's CSI Plan based on an increase in the number and percentage of students that are able to complete a Career Technical Education (CTE) pathway as part of meeting the criteria for demonstrating prepared for college and career.

# 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
Certificated and Classified Staff	<ul style="list-style-type: none"> <li>• 2 Virtual Town Halls were offered to all staff on January 30, 2024 and on March 25, 2024. The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</li> <li>• 1 Wellness Staff Survey administered in November 2023- The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</li> <li>• 1 LCAP Staff Survey administered in April 2024-The survey gathered staff feedback regarding the LCAP goals.</li> <li>• A LCAP Feedback video and LCAP feedback email account was sent out to all staff in April 2024.The content for the video included a review of the various budget sources, changes to the new LCAP template, district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal.</li> </ul> <p>**LCAP feedback at the February BIPOC Staff Affinity Group-Each LCAP Goal was reviewed and feedback was provided. Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP and in</p>

Educational Partner(s)	Process for Engagement
	SPSA plans.
Parents/Guardians/Families	<ul style="list-style-type: none"> <li>• 2 Virtual Town Halls were offered to parents on January 30, 2024 and on March 25, 2024. The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</li> <li>• 3 Parent/Family LCAP Advisory Councils were held on February 21, 2024, March 21, 2024, and April 17, 2024. This group was made up of 2 parents/guardians from each school site, and parent leaders from each of our advisory councils (DELAC, African American Advisory Council, Special Education Advisory Council, Native American Advisory Council, and Foster/McKinney Vento Advisory Council). The content for these meetings included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a review of action items and metrics for each goal. Student group data pertaining to each goal was reviewed. Participants were provided time to ask questions and provide feedback.</li> <li>• 2 Family/Parent Surveys were administered in the Fall of 2023 and during the Spring of 2024. The survey content was focused on parent engagement and LCAP goals.</li> <li>• 1 LCAP presentation and feedback session was held for the Special Education Advisory Council on February 28, 2024. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</li> <li>• 1 LCAP presentation and feedback session was held for the District Advisory Council on March 5, 2024. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</li> <li>• 1 LCAP Update/Proposal presentation was held for the District Advisory Council on May 23, 2024. The content of</li> </ul>



Educational Partner(s)	Process for Engagement
	<p>the presentation included a review of the proposed 2024-25 LCAP Goals and actions.</p> <ul style="list-style-type: none"> <li>• 1 LCAP presentation and feedback session was held for the District English Language Advisory Council on March 20, 2024. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</li> <li>• 1 LCAP Update/Proposal presentation was held for the District English Language Advisory Council on May 20, 2024. The content of the presentation included a review of the proposed 2024-25 LCAP Goals and actions.</li> </ul> <p>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP and in the SPSA plans.</p>
Community Partners	<ul style="list-style-type: none"> <li>• 2 Virtual Town Halls were offered to parents on January 30, 2024 and on March 25, 2024. The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</li> <li>• 1 Community Partner Meeting held on February 22, 2024. The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</li> </ul> <p>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP and in the SPSA plans.</p>
Management (Certificated/Classified)	



Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• 1 LCAP Staff Survey administered in March 2023. The survey gathered staff feedback regarding the LCAP goals.</li> <li>• 1 LCAP presentation and feedback session was held February 27, 2024. The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</li> <li>• A LCAP Feedback video and LCAP feedback email account was sent out to all staff in March. The content for the video included a review of the various budget sources, changes to the new LCAP template, district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal.</li> </ul> <p>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP and in SPSA plans.</p>
Union Leaders	<ul style="list-style-type: none"> <li>• 2 Virtual Town Halls were offered to all staff on January 30, 2024 and on March 25, 2024. The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</li> <li>• 1 Wellness Staff Survey administered in November 2023. The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</li> <li>• 1 LCAP Staff Survey administered in April 2024. The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</li> <li>• A LCAP Feedback video and LCAP feedback email account was sent out to all staff in April 2024. The content for the video included a review of the various budget sources, changes to the new LCAP template, district/board priorities,</li> </ul>

Educational Partner(s)	Process for Engagement
	<p>which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal.</p> <ul style="list-style-type: none"> <li>• 3 SJTA Union LCAP Advisory sessions held on February 15, 2024, March 18, 2024, and April 15, 2024. LCAP goals, action items, and metrics were reviewed. Opportunity for feedback and questions was provided at each meeting.</li> <li>• 1 LCAP Update/Proposal presentation was held for SJTA Union Leaders on May 23, 2024. The content of the presentation included a review of the proposed 2024-25 LCAP Goals and actions.</li> </ul> <p>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP and in SPSA plans.</p>
SELPA	<p>The 2024-25 LCAP draft was presented to the area SELPA Administrator on April 30, 2024</p>
Students	<ul style="list-style-type: none"> <li>• 2 student surveys were administered, one in the Fall 2023 and one in the Spring 2024 to students in grades 3-4th via Panorama.</li> <li>• From January 2023 through March 2024 student focus groups were facilitated by Dr. Gomez, Director of Equity &amp; Access and SJUSD student board representative. Focus groups were held at San Jacinto High School, San Jacinto Leadership Academy, North Mountain Middle School, Monte Vista Middle School and San Jacinto Elementary School</li> </ul> <p>A LCAP Student Advisory Council was started at San Jacinto High School.</p> <p>**Feedback from the above activities was documented and organized by goal and themes. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP and in SPSA plans.</p>

Educational Partner(s)	Process for Engagement
Equity Multiplier Engagement with Staff	<p>SJTI--In March 2024 information and data was reviewed at a staff meeting. Staff was provided opportunities to give feedback as to how the Equity Multiplier funds should be used.</p> <p>Mt. View High School-The School sought input from staff during the whole group Friday staff meetings. Classified staff gave input during office meetings. Mt. View High School's data and needs were reviewed prior to staff giving feedback on how to use the equity multiplier funds.</p> <p>Mt. Heights Academy-The School sought input from staff during the whole group Friday staff meetings. Classified staff gave input during office meetings. Mt. Heights Academy's data and needs were reviewed prior to staff giving feedback on how to use the equity multiplier funds.</p> <p>SJE-Staff was given an opportunity to provide input on how to use the site's equity multiplier funds during a staff meeting where data and needs of the school was shared.</p> <p>NMMS-During the April 2024 Staff meeting the principal reviewed site data and needs. Staff were able to give input about ideas on how to use the equity multiplier funds.</p> <p>MVMS-The school sought input from staff during the April's Guiding Coalition meeting.</p>
Equity Multiplier Engagement with Parent/Guardians/Families	<p>SJTI- In March 2024 SJTI held its SJ Tech Talks and their mid-year review with parents, families and students. Information about SJTI needs was presented and feedback was provided by participants to address the virtual needs of students.</p> <p>Mt. View High School-The School sought input from our School Site Council, English Language Advisory Council, and Counselor's Advisory groups. Mt. View High School's data and needs were reviewed prior to families and parents/guardians giving feedback.</p>

Educational Partner(s)	Process for Engagement
	<p>Mt. Heights Academy-The School sought input from our School Site Council, English Language Advisory Council, and Counselor's Advisory groups. Mt. Heights Academy data and needs were reviewed prior to families and parents/guardians giving feedback.</p> <p>SJE--During the April 2024 English Learner Advisory Council and the School Site Council meeting data and needs were reviewed. Parents/Guardians were given the opportunity to provide feedback on how to use the equity multiplier funds.</p> <p>NMMS-During the April 2024 English Learner Advisory Council and the School Site Council meeting NMMS data and needs were reviewed. Parent/Guardians were given the opportunity to provide feedback on how to use the equity multiplier funds.</p> <p>MVMS-During the April 2024 English Learner Advisory Council and the School Site Council meeting data and needs were reviewed. Parent/Guardians were given the opportunity to provide feedback on how to use the equity multiplier funds.</p>
Equity Multiplier Engagement with Students	<p>SJTI-Student survey data was used to gather feedback from students.</p> <p>Mt. View High School-Student input was also gained from exit interviews and during the Counselor's Advisory Council.</p> <p>Mt. Heights Academy-Student input was also gained from exit interviews and during the Counselor's Advisory Council.</p> <p>SJE-Student input was solicited during student focus groups that were held in the Spring of 2024.</p> <p>NMMS-Student input was solicited during the student focus groups that were held in March 2024.</p> <p>MVMS-Student input was solicited during the student focus groups that were held in March 2024.</p>

Educational Partner(s)	Process for Engagement
Governing Board--Community Members	<p>A Special Board Workshop was held on April 1, 2024 to get feedback for the 2024-25 LCAP.</p> <p>The 2024-24 LCAP draft was posted publicly on the district website on June 5, 2024.</p> <p>The 2024-25 LCAP draft was presented at the regularly scheduled Board of Education meeting on June June 10, 2024 , for the Public Hearing.</p>
Governing Board	Mid-Year Report was presenting to the Governing Board at the regularly scheduled meeting on February 14, 2024.
Governing Board Community Members	The 2024-25 LCAP was adopted at the regularly scheduled Board of Education Meeting on June 17, 2024

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

During the process of engaging with educational partners SJUSD was able to gain invaluable feedback about the needs of students. The feedback and input contributed to the development of the 2024-25 LCAP and provided suggestions on how to improve the educational system in SJUSD. The LCAP team was able to identify themes of feedback that was heard through meetings, discussions, and surveys which resulted in the modification of specific goals and actions.

SJUSD's three broad goals were modified based on educational partner feedback. Parents/Guardians and staff expressed concern that students were not reading at grade level standards and not performing at grade level for mathematics. Additionally, there was a concern with the need to improve English language proficiency for English Learners. These concerns resulted in modifying Goal 1 to the following: Academic Performance--In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency. The actions that were influenced from educational partner feedback include the following:

Action 1.1: Supplemental materials and resources-this action was developed based on staff and parent/guardian feedback in regards to providing district approved supplemental material that will assist in moving student groups out of the red performance level for ELA and math.

Action 1.4: Career Technical Education Programs was influenced by students and parent/guardians who expressed the importance of having multiple CTE pathways.

Action 1.6: Supplemental resources to support English Learners was influenced by staff, student, and parent/guardians who identified the importance of providing additional support to English Learners.

Action 1.7: Curriculum Teachers on Special Assignment (TOSA)-this action was influenced by students and parent/guardians desire to provide teachers more support and training on using evidence based teaching practices and on providing differentiation.

Action 1.8: Special Education Teachers on Special Assignment (TOSA) was influenced based on feedback from staff who identified the need to provide more professional development to teachers on instructional practices to support Students With Disabilities.

Actions 1.9: Professional growth opportunities through specialized conferences, 1.10: Substitute coverage to support job embedded professional development rotations, and 1.11 Extra duty to support profession growth activities--these actions were influenced based on staff, student, and parent/guardian feedback regarding the importance of teachers receiving professional development on evidence based instructional strategies to support student groups in the red.

Action 1.13: Foundational literacy support, including dyslexia-this action was influenced by staff and parent/guardians who identified the importance of providing a foundational literacy focus at early grade levels.

Action 1.16: Evidence based strategies for designated student groups in the red was influenced by staff and parents/guardians who expressed concerns with ensuring that students who are struggling receive appropriate interventions.

Students and Staff expressed the importance of fostering a positive school culture/climate that is culturally responsive. Students, staff, and parents/guardians identified the importance of having an engaging educational setting by fostering supportive relationships where students feel safe, supported and connected to the school community. Parents/Guardians expressed the need to strengthen parent engagement and communication. As a result Goal 2 was modified to: Engagement-Create student and parent engagement by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued, engaged, and empowered to succeed academically, socially, and emotionally. The actions that were influenced from educational partner feedback include the following:

Action 2.1: Implement a Multi-Tiered Attendance Plan was created based on feedback from students, staff, and parents/guardians who identified the importance of continuing to have attendance incentives and interventions to support students.

Action 2.2: Implement a Comprehensive School Counseling Program was influenced based on student and parent/feedback about the importance of having school counselors to help support students. Parents/Guardians and students also expressed the need to provide additional support to homeless students and African American students which influenced the are of focus for the Lead TK-12 school counselor, as well as action 2.10 African American enrichment activities.

Action 2.3: Provide Additional Support for Foster Youth and McKinney Vento Students (homeless) was influenced by parent/guardians and staff who identified the importance of these student groups be provided more support. As a result the Foster/McKinney Vento Foster Youth Family Liaison will be increased to full time in the 2024-25 school year.

Action 2.4: Implement PBIS and Provide Tiered Behavior Supports-this action was influenced by all educational partners who identified the need to provide SEL and behavior support to students, along with professional development for teachers, and structured recess.

Action 2.5: Implement a Comprehensive Parent/Family Engagement Plan. Although parents/guardians expressed appreciation for all that SJUSD does to engage parents/guardians they also expressed the need for having a more systemic approach to communicating with parents/guardians, building relationships with parents/guardians, and overall engagement. Staff also identified the importance of training parents/guardians on specific topics related to academic supports and resources which will be included in the Parent University series.

Action 2.7: Implement Equity Plan and action 2.13 Activities to promote inclusivity of Students With Disabilities continues to be an area of focus that staff, students, and parents/guardians see a need to assist in closing opportunity gaps and removing barriers to learning, including implementing systems to address incorporating more cultural activities and provide training on how to address racism, bullying, and bias.

Action 2.8: Social Emotional Learning Curriculum and action 2.9 Provide Social/Emotional Well-being support continues to be an area of importance based on feedback from all educational partners, particularly students and parents/guardians.

Action 2.10: African American Student Enrichment Activities was influenced from feedback gained from parents/guardians.



Action 2.11: Positive/Culture Climate and Safety was developed based on feedback from staff, students, and parents/guardians who identified school safety as a priority at secondary sites. In 2024-25 additional funds will be allocated to support additional security.

Action 2.13: Activities to promote inclusivity of Students With Disabilities was influenced by feedback from parents/guardians and staff. Specifically parents/guardians and staff would like to see a district wide sporting event for differently abled students and a resource transition fair.

Staff, parents/guardians and staff provided feedback about the importance of providing support to staff, increasing safety features, ensuring that students have access to educational field trips and improving the learning environment. Additionally students and parents/guardians provided feedback about the importance of having more staff that is representative of all student groups. As a result of this feedback Goal 3 was modified to Conditions for Learning-SJUSD will maintain high quality staff, facilities, and access to a broad course of study. The actions that were influenced from educational partner feedback includes the following:

Action 3.1: Coaching and Support for New Teachers was influenced from feedback from staff.

Action 3.3: Provide 21st Century Learning Environments was influenced based on feedback from from staff and students.

Action 3.4: Provide updated campus and safety features was influenced from all educational partners.

Action 3.5: Provide support to each school to allow for academic field trips was influenced by the request of students and staff.

Action 3.8: Provide school supplies, field trips and enrichment activities for Foster and Homeless student was influenced by staff, parents/guardians and students who felt like providing these students groups more support was a priority.

Action 3.9: Grow Our Own Program was influenced by feedback from students and parent/guardians about the importance of having teachers that are reflective of all student groups.

Mountain View High School has been identified as an Equity Multiplier school. Education partners met to develop a goal that has been included in the LCAP. Students were at 4.8% prepared level for College and Career Readiness and 36% of student responded favorably to having a sense of belonging. To address this, the plan includes funding a Film/Media Career Technical Education Pathway, including an apprenticeship program, and funding a Licensed Vocational Nurse to help improve student well-being and sense of belonging. (Goal 4, Actions 4.1, 4.2, 4.3, 4.4)

Mountain Heights Academy has been identified as an Equity Multiplier school. Education partners met to develop a goal that has been included in the LCAP. Students were at a 8% prepared level for College and Career Readiness. To address this, the plan includes funding a Film/Media Career Technical Education Pathway, including an apprenticeship program. (Goal 5, Actions 5.1,5.2,5.3)

San Jacinto Technical Institute has been identified as an Equity Multiplier school. Education partners met to develop a goal that has been included in the LCAP. SJTI student achievement in English Language Arts on the CAASP scored 45.5 points below the grade level standard. To address this, the plan includes funding an Education Technology Teacher on Special Assignment that will provide professional development and coaching to support staff and students in the virtual setting focusing on increasing structured collaborative opportunities for students. Additionally the plan will fund professional develop to increase student achievement by building capacity with teachers in the area of structured collaboration opportunities including strategies for English Language Learners. (Goal 6, Actions 6.1, 6.2)

Monte Vista Middle School has been identified as an Equity Multiplier school. Education partners met to develop a goal that has been included in the LCAP. According the 2023 California Dashboard students scored 63.9 points below the grade level standard in English Language Arts (ELA). English Learners scored 102.1 points below the standard, Students With Disabilities scored 126.8 points below the



grade level. African American students had a 13.3% suspension rate which is at the red performance level. To address this, the plan includes funding a contract with Orenda Education that will provide professional development to teachers focused on curriculum alignment, fund professional development for AVID strategies, fund a Multi-Tiered System of Supports Teacher On Special Assignment who will work on improving systems to support behavior, social/emotional, and academics, and fund a teacher for the Robotics Career Technical program. (Goal 7, Actions 7.1, 7.2, 7.3, 7.4)

North Mountain Middle School has been identified as an Equity Multiplier school. Education partners met to develop a goal that has been included in the LCAP. According the 2023 California Dashboard students scored 61.4 points below the standard in English Language Arts. African American students scored 81.6 points below the standard (red performance level), English Learners scored 81.1 points below the standard (red performance level), and Suspension rates were 5.8%. To address this, the plan includes funding a Multi-Tiered System of Supports Teacher On Special Assignment who will focus on strengthening systems to support behavior, social/emotional learning, and academics. Additionally a Learning Support Teacher On Special Assignment will be funded to assist in the implementation of effective instructional practices using the Model-Practice-Reflect instructional cycle for writing. This position will also provide teachers training on instructional practices to support English Learners. Lastly, the plan includes funding an additional bilingual aide to provide targeted support to Newcomer students. (Goal 8, Actions, 8.1, 8.2, 8.3)

San Jacinto Elementary School has been identified as an Equity Multiplier school. Education partners met to develop a goal that has been included in the LCAP. According the 2023 California Dashboard students 93.6 points below the grade level standard in English Language Arts (red performance level). The following student groups scored in the red (lowest performance level): English Learners scored 107.3 points below the standard, Hispanic students scored 93.6 points below the standard, Socioeconomically Disadvantaged students scored 93.6 points below the standard, and Students with Disabilities scored 164.9 points below the standard. Suspension data shows SJE had a 2.5% overall suspension rate with African American students having 6.2% suspension rate and Students with Disabilities having a 7.3% suspension rate. To address this, the plan includes funding a Multi-Tiered System of Supports Teacher on Special Assignment who will assist with strengthen the foundation skills to support reading and to strengthening systems to support behavior and social/emotional supports. Additionally a contract for Let's Rise Above will be funded to support students struggling with behavior, attendance, and social/emotional concerns.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Academic Performance: In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SJUSD is committed to improving quality first instruction with a focus on fully implementing the gradual release of responsibility framework that purposefully and gradually shifts the cognitive load from the teacher to the students. The teacher moves from modeling to guiding instruction to providing students with opportunities to collaborate before they engage in an independent learning experience. Goal 1 was created to align with the California State Public Accountability model and specifically to the California School Dashboard to improve the academic performance indicators, which include English Language Arts, Mathematics, College and Career Readiness and English Learner Performance. Utilizing an improvement science methodology, the District determined through data review and root cause analysis that our students experience inconsistent instruction. We believe that this is one of the primary drivers leading to our most recent Dashboard data where our students in grades 3 - 8 and 11 scored -52.7 points below grade level performance standards in English Language Arts and -98 points below grade level performance standards in mathematics. Additionally, in ELA, 10 out of 12 student groups scored below the District average and were considered in the Red or Orange performance levels, with Students with Disabilities (SWD), English Learners (EL), Homeless and African American demonstrating the greatest need. In Math, 9 out of 12 student groups scored in the red with almost all groups scoring significantly lower than the District average, but Students with Disabilities (SWD) and Foster Youth (FY) demonstrating the highest need.

A review of the College and Career Indicator (CCI) shows that only 31.2% of all students demonstrate prepared for success after graduation and are reported as 'Low' on the dashboard. While this was an increase from the last time the CCI was reported in 2019, the dashboard did not report a change in prior status. When reviewing our student groups, Students with Disabilities (SWD) were reported as 'Very Low' at 7.8% while the remaining student groups were reported as 'Low' with Homeless (11.5%), English Learners (12.1%), African American (21.3%) and Socioeconomically Disadvantaged (30.2%) were below the district average. With low performance in multiple areas our Students with Disabilities (SWD) and Homeless student groups were identified for Differentiated Assistance through the state accountability model.

The final academic performance indicator on the dashboard is the English Learner Progress Indicator (ELPI) which reported that 51.2% of our English Learners are making progress towards English language proficiency. Our local data does show that we have continued to

increase the number and percentage of English Learners that reclassify each year, even though the state has not released new reports since 2021.

In an effort of continuous improvement embedded within a Multi-Tier System of Supports framework, the District has identified four major areas that drive the specific actions and services for Goal 1. SJUSD believes that to improve consistency in quality first instruction and meet the needs of our students and community we must:

1) Provide supplemental instructional materials and resources that extend our core adoptions and improve Quality First Instruction. The District recognizes that our current core adopted materials have gaps that need to be addressed to ensure students demonstrate proficiency at each grade level in reading, writing, speaking, listening and math while also learning essential information through other content areas. In order to meet the high need demonstrated through our state and local data, we need to provide a variety of supplemental instructional materials and resources.

2) Enhance professional development opportunities for teachers and instructional leaders through ongoing training, workshops and job embedded coaching to improve implementation of evidence based strategies. In order to address the specific needs of our students, especially with a focus on designated student groups determined through a detailed data analysis to be underperforming at a disproportionate rate, the District has identified a need to provide additional professional opportunities for teachers and instructional leaders that other funding sources cannot sustain.

3) Strengthen our systems to monitor implementation of evidence based strategies and measure student progress through formative and summative assessments. In order to determine whether or not the implementation of supplemental actions is improving student outcomes, the District has determined we need additional staff and resources to be able to monitor student achievement throughout the school year as well as support schools in analyzing their data.

4) Utilize data to implement a tiered system of supplemental and intensive supports embedded within Quality First Instruction to address the individual needs of designated students groups identified as underperforming. Even with excellent high quality first instruction, some students need additional time and support to be able to demonstrate grade level proficiency. The District recognizes the need for a tiered system of supplemental and intensive supports, while also providing the least restrictive inclusive environment for each and every student rather than pulling students out of their primary classroom to intervene.

By aligning the actions in goal 1 with measurable outcomes, SJUSD aims to create a transparent and accountable framework to increase preparedness for success after graduation and for students to demonstrate growth toward meeting or exceeding standards in English Language Arts, Mathematics, and English language proficiency.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students in grades 3-8 and 11 that met or exceeded standards in ELA  Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 29.7% EL: 6.4% SWD: 8.8% SED: 27.8% HOM: 15.5% FY: 18.2% HI: 29.1% AI: 19.5% AS: 44.1% AA: 22.2% 2+: 29.0% WH: 39.9%			All: 50.7% EL: 27.4% SWD: 29.8% SED: 49.8% HOM: 36.5% FY: 39.2% HI: 50.1% AI: 40.5% AS: 65.1% AA: 43.2% 2+: 50.0% WH: 60.9%	
1.2	Distance From Standard in ELA  Data Source: CA School Dashboard	All: -52.7 EL: -84.0 SWD: -113.3 SED: -57.5 HOM: -89.4 FY: -84.4 HI: -54.3 AI: -69.4 AS: -3.0 AA: -74.1 2+: -51.6 WH: -28.8			All: -7.7 EL: -39.0 SWD: -68.3 SED: -12.5 HOM: -44.4 FY: -39.4 HI: -9.3 AI: -24.4 AS: 42.0 AA: -29.1 2+: -6.6 WH: 16.2	
1.3	Percentage of 11th grade student who met college readiness in ELA through EAP  Data Source: Dataquest	All: 10.3% EL: 0.0% SWD: 0.95% SED: 10.2% HOM: 0.0% FY: NA% <11 stu HI: 9.8% AI: NA% <11 stu AS: NA% <11 stu AA: 6.5% 2+: 12.5%			All: 31.3% EL: 21.0% SWD: 21.95% SED: 31.2% HOM: 21.0% FY: NA% <11 stu HI: 30.8% AI: NA% <11 stu AS: NA% <11 stu AA: 27.5% 2+: 39.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH: 17.3%			WH: 38.3%	
1.4	Percentage of students in grades 3-8 that met or exceeded standards in Reading through iReady  Data Source: Formative ELA Assessment (i-Ready) MOY 23-24assessment	All: 27.0% EL: 8.4% SWD: 9.8% SED: 25.6% HOM: 17.2% FY: 16.9% HI: 26.1% AI: 14.9% AS: 52.2% AA: 23.2% 2+: 30.3% WH: 37.5%			All: 36.3% EL: 25.4% SWD: 25.97% SED: 35.0% HOM: 36.3% FY: 30.1% HI: 35.8% AI: 43.0% AS: 47.5% AA: 29.9% 2+: 36.95% WH: 46.0%	
1.5	Percentage of students in grades 3-8 and 11 that met or exceeded standards in Math  Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 15.3% EL: 4.4% SWD: 4.97% SED: 14.0% HOM: 5.3% FY: 9.1% HI: 14.8% AI: 10.26% AS: 26.5% AA: 8.9% 2+: 15.95% WH: 25.0%			All: 55.6% EL: 30.9% SWD: 33.3% SED: 43.9% HOM: 37.2% FY: 31.5% HI: 43.7% AI: 43.0% AS: 90.9% AA: 37.9% 2+: 69.5% WH: 70.0%	
1.6	Distance From Standard in Math  Data Source: CA School Dashboard	All: -98.0 EL: -121.1 SWD: -150.3 SED: -102.0 HOM: -129.0 FOS: -141.1 HI: -99.7 AI: -130.0 AS: -34.2			All: -53.0 EL: -76.1 SWD: -105.3 SED: -57.0 HOM: -84.0 FOS: -96.1 HI: -54.7 AI: -85.0 AS: -11.2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: -121.3 2+: -89.4 WH: -67.7			AA: -76.3 2+: -44.4 WH: -22.7	
1.7	Percentage of 11th grade student who met college readiness in Math through EAP  Data Source: Dataquest	ALL: 1.6% EL: 0.0% SWD: 0.93% SED: 1.61% HOM: 0.0% FY: NA% <11 stu HI: 1.96% AI: NA% <11 stu AS: NA% <11 stu AA: 0.0% 2+: 0.0% WH: 0.0%			ALL: 22.6% EL: 21.0% SWD: 21.93% SED: 22.61% HOM: 21.0% FY: NA% <11 stu HI: 22.96% AI: NA% <11 stu AS: NA% <11 stu AA: 21.0% 2+: 21.0% WH: 21.0%	
1.8	Percentage of students in grades 3-8 that met or exceeded standards in Math through iReady  Data Source: Formative Math Assessment (Schoolzilla, i-Ready, Exact Path)	All: 14.4% EL: 5.2% SWD: 4.9% SED: HOM: 7.8% FOS: 9.7% Hispanic: 13.7% AI: 5.9% AS: 35.6% AA: 9.4% 2+: 15.5% WH: 24.7%			All: 35.4% EL: 26.2% SWD: 25.9% SED: HOM: 28.8% FOS: 30.7% Hispanic: 34.7% AI: 26.9% AS: 56.6% AA: 30.4% 2+: 36.5% WH: 45.7%	
1.9	Percentage of Students College/Career Ready  Data Source: California School Dashboard 2023	ALL: 31.2% EL: 12.1% SWD: 7.8% SED: 30.2% HOM: 11.5% FY: NA% <11 stu HI: 31.8%			ALL: 55.2% EL: 36.1% SWD: 31.8% SED: 54.2% HOM: 35.5% FY: NA% <11 stu HI: 55.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AI: NA% <11 stu AS: NA% <11 stu AA: 21.3% 2+: 13% WH: 34.9%			AI: NA% <11 stu AS: NA% <11 stu AA: 45.3% 2+: 47.5% WH: 58.9%	
1.10	Percentage of Students Meeting A-G  Data source: Dataquest 2023	ALL: 39.9% EL: 20.5% SWD: 16.0% SED: 38.0% HOM:18.8% FY: 10.0% HI: 38.4% AI: <11 stu AS: <11 stu AA: 38.9% 2+: 34.8% WH: 44.9%			ALL: 54.9% EL: 35.5% SWD: 31.0% SED: 53.0% HOM: 33.8% FY: 25.0% HI: 53.4% AI: <11 stu AS: <11 stu AA: 53.9% 2+: 49.8% WH: 59.9%	
1.11	Percentage AP Exam (2) with 3 or higher  Data Source: CA School Dashboard additional report & Data	ALL: 8.9% EL: 0.0% SWD: 0.0% SED: 7.7 % HOM: 0.0% FY: 0.0% HI: 9.4% AI: <11 stu AS: <11 stu AA: 7.7% FI: <11 stu PI: <11 stu 2+: 0.0% WH: 6.7%			ALL: 25.1% EL: 16.2% SWD: 16.2% SED: 23.9% HOM: 36.2% FY: 16.2% HI: 25.2% AI: <11 stu AS: <11 stu AA: 23.9% FI: <11 stu PI: <11 stu 2+: 16.2% WH: 22.9%	
1.12	English Learner Progress Indicator (ELPI)	Making progress towards English language proficiency			Making progress towards English	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Percentage of English Learners who:  A: Decreased at least one ELPI Level  B: Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H  C: Progressed at least on ELPI level  D: Maintained ELPI Level 4</p> <p>Data Source: California School Dashboard 2023</p>	<p>proficiency: 51.2%  Maintained: -1.6%</p> <p>ELPI Levels:  A: 16.9%  B: 32.4%  C: 50.3%  D: 0.4%</p>			<p>language proficiency proficiency: 61.2%  Maintained: 0.0%</p> <p>ELPI Levels:  A: 6.9%  B: 30.4%  C: 62.6%  D: 0.1%</p>	
1.13	<p>Reclassification Rate</p> <p>Data Source: Dataquest</p>	<p>No data released from CDE on DataQuest 2022-23</p> <p>Although CDE has not produced the reclassification report, our SIS report shows that we reclassified 293 out of 1770 for the 2022-2023 school year as of May 3, 2023.</p> <p>16.6% reclassification rate</p>			26.6% reclassification rate.	
1.14	Percentage of students who have completed BOTH UC/CSU	<p>ALL: 14.7%  EL: 6.0%  SWD: 4.7%  SED: 14.0%</p>			<p>ALL: 24.7%  EL: 16.0%  SWD: 14.7%  SED: 24.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Entrance Requirements (A-G) AND completed a CTE program (CTE Completer)  Data Source: California School Dashboard	HOM: 1.6% FY: 0.0% HI: 14.6% AI: <11 stu AS: <11 stu AA: 11.5% 2+: 8.7% WH: 13.8%			HOM: 11.6% FY: 10.0% HI: 24.6% AI: <11 stu AS: <11 stu AA: 21.5% 2+: 18.7% WH: 23.8%	
1.15	Percentage of students completing CTE program(s).  Data Source: California School Dashboard	ALL: 22.4% EL: 17.2% SWD: 17.8% SED: 22.1% HOM: 3.2% FY: 0.0% HI: 22.7% AI: <11 stu AS: <11 stu AA: 21.3% 2+: 17.4% WH: 19.5%			ALL: 32.4% EL: 27.2% SWD: 27.8% SED: 32.1% HOM: 13.2% FY: 10.0% HI: 32.7% AI: <11 stu AS: <11 stu AA: 31.3% 2+: 27.4% WH: 19.5%	

## 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	Supplemental materials and resources	<p>Provide supplemental standards-based instructional materials to meet the academic needs of all students, as well as to be able to differentiate for our designated student groups identified through data analysis. Through an extensive root cause analysis, the District has determined the need for supplemental materials and resources to support specific concepts and skills that our core adoptions do not have sufficient resources for or have not been effective at improving outcomes for students. Supplemental materials include programs to support foundational reading, novels to support the English Language Arts update, writing program, materials and supplies to support dELD and iELD.</p> <p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math),</p>	\$525,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy--English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		
1.2	Supplemental Educational Technology Software Licenses	<p>Provide supplemental educational technology programs that support high quality first instruction, are engaging to students and support learning. Supplemental educational technology programs are provided to support students accessing information as well as learn essential technology skills to be successful in our modern society. Educational Technology is also essential to support students develop the learning skills, also known as the 'Four Cs' of 21st century learning which includes critical thinking, communication, collaboration and creativity. Additionally, students learn digital citizenship skills such as online safety, productivity and leadership and improve their media literacy skills.</p>	\$814,982.00	Yes
1.3	Supplemental Programs and Staff to improve college and career readiness	<p>Provide supplement programs and staff that support one or more of the 11 measures approved college and career readiness indicators to improve access for our students. By developing additional courses and providing staff for these supplemental programs and services, the District will be able to offer more choice for students, which will then provide more opportunities for students to demonstrate readiness for success after graduation. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action is</p>	\$1,226,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>also to increase the percentage of Students with Disabilities (SWD) demonstrating readiness for college and career after graduation.</p> <p>*This action will assist Socioeconomically Disadvantaged students at Mountain Heights Academy's and Mountain View High School in exiting the red performance level on College and Career Indicators. Additionally, this action will assist Mountain View High School in moving the following student groups out of the red performance level for CCI: English Learners, Hispanic students, Homeless students, Student With Disabilities.</p>		
1.4	Career Technical Education Programs	<p>Provide supplemental programs and staff to expand Career Technical Education (CTE) that will increase the opportunities for students to complete at least one pathway. Career Technical Education is program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. This action funds CTE Administrative support, additional CTE staff and CTE equipment and materials.</p> <p>This action will support all unduplicated student groups. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action is also to increase the percentage of Students with Disabilities (SWD) demonstrating readiness for college and career after graduation because completing a CTE pathway is one of the 11 approved measures included in the California School Dashboard.</p>	\$2,022,421.00	Yes
1.5	Non-traditional Educational Opportunities	<p>Provide non-traditional educational opportunities for families seeking a different learning environment or that want specialized curriculum or services for their children. The District will continue to provide separate schools that specialize in dual language immersion, leadership, online and blended learning or early college courses. This action is inclusive of San Jacinto Leadership Academy, Hyatt World Language Academy, San Jacinto Middle College, and San Jacinto Technology Institute.</p>	\$11,863,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		
1.6	Supplemental resources to support English Learners	In SJUSD English Learners, including Long Term English Learners are enrolled in Structured English Immersion to support their language acquisition. SJUSD will provide supplemental resources including English Learner Instructional Resource Teachers (ELIRT), bilingual instructional assistants and other centralized staff dedicated to supporting our English	\$1,152,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learners, including Long Term English Learners. Additional resources will be provided to improve the percentage of our 348 Long Term English Learners (LTEL) and 279 At Risk Long Term English Learners (ARLTEL) that have not demonstrated English proficiency and have not reclassified. Through this actions staff will be provided additional professional development on strategies to support and improve services for English Learners including Long-Term English Learners. This action will also fund the multiliteracy awards and reclassification award ceremonies.</p> <p>*This action will support sites who are at the lowest performance level for ELPI: DeAnza Elementary School, Megan Cope Elementary School and San Jacinto Technology Institute. Additionally this action will support the following schools in removing English Learners out of the red performance level--Estudillo Elementary School (ELA), Monte Vista Middle School (Math &amp; ELA), North Mountain Middle School (ELA), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary School (ELA &amp; Math), San Jacinto High School (Math &amp; ELA), and San Jacinto Leadership Academy (Math). This action will also help move English Learners in SJUSD to move out of the red performance level for ELA and Math.</p>		
1.7	Curriculum Teachers on Special Assignment (TOSA)	<p>Provide for four (4) Teachers on Special Assignment (TOSA) with curriculum expertise to provide ongoing professional development and support for classroom teachers as they implement high quality first instruction.</p> <p>*This action will assist in moving Homeless and Students With Disabilities out of the red performance level for ELA and Math. This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary</p>	\$690,656.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		
1.8	Special Education Teachers on Special Assignment (TOSA)	<p>Provide two (2) Special Education Teachers on Special Assignment (TOSA) to be able to provide supplemental support to teachers in implementing specific evidence based instructional strategies during quality first instruction that are identified to support our Students with Disabilities (SWD). The Special Education TOSA also provide internal expertise and support teachers to implement various instructional strategies, designated supports and scaffolds that align with Individual Education Plans (IEP) and accelerate student learning. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action is also to increase the percentage of Students with Disabilities (SWD) demonstrating proficiency meeting grade level expectations in English Language Arts and Mathematics.</p>	\$347,472.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Professional growth opportunities through specialized conferences	<p>Provide professional growth opportunities to identified teachers and support staff through specialized conferences, workshops and other training opportunities in order to improve knowledge and internal capacity to address the needs of our students.</p> <p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Support job embedded professional development rotations	Support embedded professional development rotations at each school including substitute coverage and consultants to enable individual teachers and teams to engage in training and opportunities to co-plan, model, observe and reflect on effective instructional practices . The professional development rotations at each school are designed to focus on improving how teachers implement specific evidence based strategies embedded within quality first instruction.	\$2,814,560.00	Yes
1.11	Extra duty to support professional growth activities	<p>Provide extra duty to be able to support professional growth activities that need to be held outside of the regular work day. Not all professional learning can be embedded into the classroom, which requires that teachers and support staff participate in workshops and other training after the instructional day or outside of the school year calendar. By providing funding to provide extra duty support we extend and increase opportunities for teachers and support staff to participate in professional growth.</p> <p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African</p>	\$720,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		
1.12	Assessment and Data Analysis Support and Resources	<p>Provide additional assessment and data analysis support, resources, and staff to determine whether or not the implementation of supplemental actions is improving student outcomes. Additional assessment and data analysis support will allow the District to progress monitor implementation as well as measure student achievement throughout the school year while also supporting schools in analyzing their data to adapt instructional practices.</p> <p>*This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA),</p>	\$2,071,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		
1.13	Foundational literacy support, including dyslexia	<p>Provide foundational literacy support through a supplementary curriculum, additional screening tools and implementing specific instructional strategies connected to the science of reading to improve the percentage of students that demonstrate proficiency in foundational reading skills.</p> <p>*This action support the following schools who are in the red for ELA: Park Hill Elementary School (ELA), San Jacinto Elementary (ELA) Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School-Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA ), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA), English Learners (ELA), African American students (ELA), Hispanic students (ELA), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA), English Learners (ELA), Student With Disabilities (ELA), Hispanic students (ELA). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students.</p>	\$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Intervention and credit recovery	<p>Provide additional opportunities for students to demonstrate proficiency and earn credits toward graduation through supplemental intervention programs, courseware and extended learning time that occurs during intersession or the summer program. The programs and extended learning time will be provided throughout the District.</p> <p>*This action will assist SJHS in improving graduation rates for Students With Disabilities. SJHS is in red for graduation rates for SWD.</p>	\$407,538.00	Yes
1.15	Additional Leadership Coaching and Support	<p>In order to support our schools that are the red for any of our Dashboard Academic Indicators, the District will:</p> <p>Provide additional leadership coaching and support in data analysis to identify any root causes that are impacting improving school wide outcomes for any schools that are performing in the red in an academic area on the California School Dashboard. According to our 2023 data, the following schools will receive additional leadership coaching and support through Riverside County Office of Education Differentiated Assistance Support and an outside leadership consultant.</p> <p>A) Mountain View High School for English Language Arts, Mathematics and College Readiness  B) Park Hill and San Jacinto Elementary for English Language Arts and Mathematics  C) San Jacinto High School for Mathematics  D) De Anza and Megan Cope Elementary for English Learner Progress  E) Mountain Heights Academic for College Readiness</p>	\$172,000.00	No
1.16	Evidence based strategies for designated student groups in the red	<p>Provide specific evidence based strategies to embed into Quality First Instruction that support SJUSD's English Learners, Homeless, Students with Disabilities and African American and students in Differentiated Assistance (SWD; Homeless). These student groups were identified</p>	\$100,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>based on scoring at the lowest performance level throughout the District in both English Language Arts (ELA) and Mathematics as reported on the 2023 California School Dashboard.</p> <p>*This action will assist in moving Homeless and Students With Disabilities out of the red performance level for ELA and Math. This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy-English Learners (Math). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p>		



Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Engagement: Engage students and parent/guardians by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued and empowered to succeed academically, socially, and emotionally.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

SJUSD is committed to cultivating an environment where every student thrives academically, socially, emotionally, and behaviorally. The student, parent/guardian engagement goal was created to align with the California State Public School Accountability model, addressing the following state priorities: Priority 3-Parental Involvement, Priority 5-Pupil Engagement, Priority 6-School Climate, and Priority 8-Other Pupil Outcomes. Using a Multi-Tiered System of Support this goal addresses the metrics on the California Dashboard. According to the Fall 2023 student survey data 66% of students in grades 3-5 responded favorably to having a sense of belonging and 30% of secondary students responded favorably to having a sense of belonging. Upon examining SJUSD suspension rates in 2023 3.1% of students were suspended at least once which is an increase from the previous year. The chronic absenteeism rate was 32.4% (CA Dashboard 2023). The graduation rate for SJUSD in 2023 was 91.5%.

This goal was developed to provide an educational setting where students not only learn but also thrive. SJUSD believes in order to fully engage students we must:

- 1) Foster a positive school culture/climate prioritizing the holistic development of each student, addressing their cognitive, social, emotional, and physical needs. By nurturing an environment that is safe, caring, trusting, culturally responsive, inclusive, and respectful, we create a foundation for student growth and achievement. By fostering positive school culture/climate SJUSD can eliminate barriers to attendance and ensure that every student has the opportunity to reach their full potential.
- 2) Create an engaging educational setting by fostering supportive relationships where students are supported and connected to their school community. SJUSD will provide social emotional learning and support to ensure that every student has the opportunity to reach their full potential. Strong relationships among students, staff, and families are at the core of student engagement. When students feel supported and valued, they are more likely to engage in learning, take academic risks, and contribute positively to the school community.

3) Parent and Family Engagement--SJUSD is dedicated to ensuring that all parents and families are active participants in their child's education. SJUSD recognizes the importance of culturally appropriate and linguistically accessible supports and resources to empower families to be engaged partners in the educational process. By providing opportunities for input, collaboration, and involvement, SJUSD will strengthen the bond between home and school, ultimately enhancing student achievement and well-being.

The actions in goal 2 will help SJUSD reach their engagement goal. The actions in this goal are designed to strengthen systems which is inclusive of having a comprehensive Multi-Tiered System of Support for Attendance, Behavior, and Social/Emotional. The actions also support and strengthen each site's school safety plan, and focuses on developing a comprehensive plan to increase parent/family engagement, as well as ensuring that SJUSD equity plan is implemented. Through these actions SJUSD is confident that students and parents will be more engaged and will result in improved outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Programs and services developed and provided to unduplicated pupils. Data Source: Panorama Student Social Emotional Learning Survey Fall 2023-24	66% of students in grades 3-5 responded favorably to having a sense of belonging at school			87% of students in grades 3-5 responded favorably to having a sense of belonging at school	
2.2	Programs and services developed and provided to students with exceptional needs. Data Source: Panorama Student Social Emotional Learning Survey Fall 2023-24	30% of students in grades 6-12 responded favorably to having a sense of belonging at school			75% of students in grades 6-12 responded favorably to having a sense of belonging at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Suspension Rates, Students who have been suspended at least one day.  Data Source: California School Dashboard 2023	ALL: 3.1% EL: 3.0% SWD: 5.7% SED: 3.3% HOM: 5.9% FY: 7.8% HI: 2.8% AI: 5.6% AS: 0.0% AA: 5.7% FI: 1.3% PI: 0.0% 2+: 3.4% WH: 3.3%			ALL: 1.5% EL: 1.4% SWD: 4.1% SED: 1.7% HOM: 4.3% FY: 6.2% HI: 1.2% AI: 0.0% AS: 0.0% AA: 4.1% FI: 0.0% PI: 0.0% 2+: 1.8% WH: 1.7%	
2.4	Expulsion Rates  Data Source: DataQuest 2022-23	ALL: 0.1% EL: 0.1% SWD: 0.2% SED: 0.1% HOM: 0.0% FY: 0.0% HI: 0.1% AI: 0.6% AS: 0.0% AA: 0.3% FI: 0.0% PI: 0.0% 2+: 0.0% WH: 0.0%			ALL: 0.0% EL: 0.0% SWD: 0.0% SED: 0.0% HOM: 0.0% FY: 0.0% HI: 0.0% AI: 0.0% AS: 0.0% AA: 0.0% FI: 0.0% PI: 0.0% 2+: 0.0% WH: 0.0%	
2.5	High School Dropout Rate  Data Source: DataQuest 2022-23 4 year adjusted cohort outcome	ALL: 4.3% EL: 13.6% SWD: 6.9% SED: 4.5% HOM: 19.7% FY: 0.0% HI: 3.6%			ALL: 1.3% EL: 4.6% SWD: 1.9% SED: 1.5% HOM: 10.7% FY: 0.0% HI: 0.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AI: <11 stu AS: <11 stu AA: 8.2% 2+: 0.0% WH: 5.8%			AI: <11 stu AS: <11 stu AA: 2.2% 2+: 0.0% WH: 1.8%	
2.6	Middle School Dropout Rates  Data Source: CALPADS Report 1.12 2022-2023	Total Students: 6			Total Students: 0	
2.7	School Attendance Rates  Data Source: Schoolzilla 2022-23 Attendance Explorer Report	ALL: 90.8% EL: 91.6% SWD: 90.2% SED: 90.2% HOM: 81% FY: 90.8% HI: 91.0% AI: 88.7% AS: 93.1% AA: 89.3% FI: 95.0% PI: 88.3% 2+: 91.0% WH: 90.5%			ALL: 96.8% EL: 97.6% SWD: 96.2% SED: 96.2% HOM: 91% FY: 96.8% HI: 97.0% AI: 94.7% AS: 97.1% AA: 95.3% FI: 97.0% PI: 94.3% 2+: 97.0% WH: 96.5%	
2.8	High School Graduation Rate  Data Source: California School Dashboard 2023	ALL: 91.5% EL: 85.1% SWD: 76.7% SED: 91.3% HOM: 79.4% FY: 91.7% HI: 91.9% AI: <11 stu			ALL: 97.5% EL: 91.1% SWD: 82.7% SED: 97.3% HOM: 85.4% FY: 97.7% HI: 97.9% AI: <11 stu	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: <11 stu AA: 88.5% 2+: 95.7% WH: 90.8%			AS: <11 stu AA: 94.5% 2+: 98.7% WH: 96.8%	
2.9	Chronic Absenteeism  Data Source: California Dashboard 2023	ALL: 32.4% EL: 25.7% SWD: 39.4% SED: 34.0% HOM: 63.6% FY: 36.3% HI: 31.3% AI: 44.7% AS: 29.8% AA: 39.8% FI: 11.1% PI: 55.6% 2+: 38.7% WH: 30.6%			ALL: 9.9% EL: 3.2% SWD: 16.9% SED: 11.5% HOM: 41.1% FY: 13.8% HI: 8.8% AI: 22.22% AS: 7.3% AA: 17.3% FI: 3.5% PI: 33.1% 2+: 16.2% WH: 8.1%	
2.10	Efforts to seek parent input in decision making  Data source: Panorama Family Survey Spring 2023 - 2024	94% of family members feel satisfied with their child's school experience.			100% of family members feel satisfied with their child's school experience.	
2.11	Promote Parental Participation.  Data source: Panorama Family Survey Spring 2023 - 2024	82% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district			90% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Promote Parental Participation.  Data source: Panorama Family Survey Spring 2023 - 2024	90% of family members responded favorably that the school provides them information about programs and resources			96% of family members responded favorably that the school provides them information about programs and resources	

## 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	Implement a Multi-Tiered Attendance Plan	The District will fully implement a comprehensive multi-tiered attendance plan throughout SJUSD by doing the following:	\$916,538.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>1)Funding a Principal on Special Assignment (POSA) who will oversee the development of the comprehensive multi-tiered attendance plan throughout the district inclusive of launching of a district-wide attendance campaign at the beginning of the school year to emphasize the importance of regular school attendance for academic success and overall well-being. Additionally, the Principal On Special Assignment to provide direct focused support and coaching to Estudillo Elementary in order to help Estudillo and their Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, and White students exit from red (lowest performance) on Chronic Absenteeism. Additionally, the POSA will provide target support at all schools to assist in moving homeless and Asian students out of the red performance level for chronic absenteeism.</p> <p>2)Funding District Attendance Specialist who will provide intensive attendance support to students, families and sites. The will provide training to site attendance clerks and administrators who oversee School Attendance Review Team meetings.</p> <p>The Attendance Specialists will also provide targeted support and coaching to the attendance clerk at Estudillo Elementary in order to help Estudillo and their Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, and White students exit from red (lowest performance) on Chronic Absenteeism. The attendance specialists will provide targeted support and coaching to the attendance clerks at the following sites who have student groups in the red (lowest performance level): Record--African American students, DeAnza-Multiple Races, Megan Cope-White students. Additionally, the attendance specialists will provide target support and coaching to attendance clerks at all schools to assist in moving homeless students out of the red performance level for chronic absenteeism in order to exit Differentiated Assistance and move Asian students out of the red performance level for chronic absenteeism.</p> <p>3)Fund District Attendance Incentives and Awards which will enhance school-level supports and incentives to encourage attendance.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>4) Fund the Attention to Attendance Contract. This will strengthen data tracking and monitoring systems to assess progress and inform decision-making. Regularly monitor and evaluate the effectiveness of the attendance campaign and associated interventions in reducing chronic absenteeism rates. This contract will enable all sites to progress monitor specific student groups that are in the red for chronic absences.</p>		
2.2	Implement a Comprehensive School Counseling Program	<p>School counselors will implement a data driven comprehensive school counseling program following the American School Counselor Association Model that focuses on a Multi-Tiered, Multi-Domain System of Supports for the academic, behavior, and social/emotional domains.</p> <p>1)Funding elementary and middle school counselors will enable school counselors to implement targeted interventions to support students at risk of chronic absenteeism and support student social/emotional well-being. Through this action elementary and middle school counselors will create a Closing the Gap plan to reduce chronic absenteeism with student groups that are in the red (lowest performance). This includes African American students at Record, Multiple Race students at DeAnza Elementary, White students at Megan Cope; English Learners, Students With Disabilities, African American students, White students. Additionally, the elementary and middle school counselors will develop a closing the gap plan at all schools for homeless students to assist in moving homeless students out of the red performance level for chronic absenteeism and exit Differentiated Assistance.</p> <p>2)Funding high school counselors will enable the implementation of early intervention programs to identify students at risk of not graduating and/or at risk of not meeting A-G requirements. School counselors will create interventions for specific student groups (African American, English Learners, Foster Youth, Homeless, and Students with Disabilities).Through this action SJUSD will increase high school graduation rates, ensuring inclusivity and support for students that have opportunity gaps, by implementing targeted interventions and systemic improvements. Funding high school counselors will provide target support in moving English Learners, Homeless, and Native students at San Jacinto High</p>	\$2,914,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>School out of the red (lowest performance) for suspensions and in moving Students With Disabilities out of the red for graduation rates.</p> <p>3)By funding a Lead Counselor Position at SJHS and a District Tk-12 School Counselor these counselors will lead the implementation of a comprehensive ASCA National Model school counseling program that is data driven and assists in closing opportunity gaps. The District TK-12 Lead Counselor and Lead Counselor at SJHS will also provide training/coaching to school counselors on how to close the opportunity gaps among student groups in the red.</p> <p>The District Tk-12 School Counselor will provide targeted support to homeless students in order to help exit Differentiated Assistance and provide targeted support to African American students. This action will also support the following school sites with training and support to move their African American students out of the red (the lowest performance level) for suspensions: Record Elementary School, San Jacinto Elementary School, Monte Vista Middle School; and the following schools to reduce chronic absenteeism for African American Students: Record Elementary School and Estudillo Elementary School.</p> <p>4)Funding a classified clerical staff at SJHS to support school counselors and assist in developing a comprehensive school counseling program and in connecting students to interventions/resources.</p>		
2.3	Provide Additional Support for Foster Youth/McKinney Vento students	<p>SJUSD will provide additional support to Foster Youth students by funding the following positions:</p> <p>1) Fund a District Foster Youth Counselor who will implement targeted support/interventions, case management, and progress monitoring for foster youth students at risk of chronic absenteeism, behavior concerns, and support student well-being.</p> <p>2) Fund a full time Foster Youth/McKinney Vento Parent Family Liaison who will connect students and families to resources and support.</p>	\$178,923.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*This action will support moving Homeless students in SJUSD out of Differentiated Assistance and help Homeless students exit out of the red performance level for Chronic Absenteeism. Additionally, this action will provide support to SJHS who has Homeless students in the red for suspension rates. It will also assist moving foster youth out of the red performance level for Math.</p>		
2.4	Implement PBIS and Provide Tiered Behavior Supports	<p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student behaviors in schools to meet the diverse needs of students while fostering a positive school climate by doing the following:</p> <p>1)Fund PBIS TOSA's who will support school sites in implementing Positive Behavior Interventions and Supports (PBIS), restorative practices, provide training on integrating social emotional learning into daily instruction, and support school sites in developing tiered supports.</p> <p>The PBIS TOSAs will provide targeted support and coaching to the following school sites who are in the red (lowest performance) in suspensions: Monte Vista Middle School--African American students; San Jacinto High School--English Learners, Homeless students, and American Indian students.</p> <p>2)Fund Student Success Room (SSR)Teachers who will provide an alternative to suspension program designed to support student behavior and social emotional learning. This program will implement restorative approaches to address conflicts and incidents of misbehavior, focus on repairing harm, building relationships, and promoting accountability through processes such as restorative circles, restorative conferences and/or peer mediation.</p> <p>3) Fund teachers for the tier 3 program at North Mountain Middle School and Monte Vista Middle School. Teachers will provide tier 3 supports for behavior and social/emotional for students needing intensive support. This program will provide case management, individualized behavior support interventions, and coordination of services. The individualized behavior support interventions are inclusive of social skills training, mentoring,</p>	\$1,001,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>identification of underlying factors contributing to behavior and outline proactive strategies to support students in this program.</p> <p>4)Fund materials for sites to implement structured recess/lunch activities.</p>		
2.5	Implement a Comprehensive Parent/Family Engagement Plan	<p>SJUSD will implement a comprehensive plan that is culturally responsive to increase parent/family engagement aimed at fostering stronger connections between schools, parents/guardians, family, and the community. The following actions are components of the comprehensive plan:</p> <p>1)The Coordinator of Student Support will assist in the development of a cultural responsive comprehensive plan to increase parent/family engagement, ensuring that each site is aware of components of the plan and that family/community liaisons and site administrators have the training necessary to implement the parent/family engagement plan.</p> <p>2)Funding a Student Support Secretary will support communication of parents/ families, and implementation of the parent engagement plan.</p> <p>3)Funding the Family and Community Engagement Specialist will help develop and implement the parent/family engagement plan and facilitate community events, assist with parent advisory councils, and provide training to support staff in engaging parents/families.</p> <p>4)Funding the site Family/Community Liaisons will assist in implementing the school site's parent/family engagement plan, organize parent education workshops and family engagement events.</p> <p>5)Funding a District Translator will ensure that SJUSD provides translation services to non-English speaking parents/guardians.</p> <p>6)Providing funds to support parent advisory council meetings will support the implementation of the parent advisory councils.</p> <p>7)Implement Parent/Guardian University</p>	\$1,958,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>8)Provide communication tools for parent/family engagement such as zoom, google meets.</p> <p>9)Provide new parents/families support during the enrollment process and connect families to district resources and supports by funding the Enrollment Center Supervisor, Enrollment Secretary, and Enrollment Technicians.</p>		
<b>2.6</b>	Deans and Elementary Assistant Principals	<p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student behaviors in schools to meet the diverse needs of students while fostering a positive school climate by doing the following: Through a Multi-Tiered System of Support Deans and Assistant Principals will help establish a positive and inclusive school culture that promotes respect, empathy, and belonging for all students. Deans and Assistant Principals will ensure that solution based teams function and that components of PBIS are implemented at each site.</p> <p>Additionally, the elementary Assistant Principals will oversee the Site Equity Task Force Teams and design a closing the gap plan to help move student groups out of the red or orange in the area of suspensions and in chronic absenteeism for homeless students. Specifically, the following sites will develop a closing the gap plan for reducing suspensions: Park Hill--Students With Disabilities and Multiple Races; Record Elementary--African American Students; San Jacinto Elementary School--Students With Disabilities and African American students.</p>	\$1,798,377.00	Yes
<b>2.7</b>	Implement Equity Plan	<p>The District will fully implement an Equity Plan by doing the following:</p> <p>1) Fund a Director of Equity &amp; Access who will assist in planning, developing, implementing, and facilitating the district's equity plan, as well as provide training and coordination of equity initiatives. The director will provide support to school sites in the implementation of MTSS, the Equity Task Force teams closing the gap plans, and provide training on cultural</p>	\$482,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>proficiency and culturally relevant school practices that are reflective of the diversity of SJUSD. This position will provide leadership and consultation for the development of the Local Control Accountability Plan (LCAP)- SJUSD's Equity Plan, ensuring that the plan is operationalized.</p> <p>2)Fund the administrative secretary of the Director of Equity &amp; Access who will provide support to the department and school sites in implementing the district's Equity plan.</p> <p>3)Provide professional development and coaching on cultural proficiency.</p> <p>This action will enable the director of equity to provide support and coaching to the Equity Task Force Teams that have student groups in the red for suspensions and chronic absenteeism. This includes the following schools for chronic absenteeism: Estudillo Elementary--Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, White students; Megan Cope, White Students; DeAnza--Multiple Races; Record Elementary-African American students. And the following schools for suspensions: Record Elementary-African American students, Park Hill Elementary-Students With Disabilities and Multiple Races; San Jacinto Elementary-Students With Disabilities and African American students; San Jacinto High School-English Learners, Homeless students, and American Indian students.</p>		
2.8	Social Emotional Learning Curriculum	<p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student social emotional well-being in schools to meet the diverse needs of students while fostering a positive school climate by doing the following: SEL curriculum will be implemented and will teach students the essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. As part of the Quality First Instruction, the SEL curriculum will be integrated into daily instruction and provide opportunities for students to practice and apply these skills in various contexts.</p>	\$63,609.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student.</p>		
<b>2.9</b>	Provide Social/Emotional Well-Being Support	<p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student social emotional well-being in schools to meet the diverse needs of students while fostering a positive school climate by doing the following:</p> <p>1) Funding Educational therapists will provide targeted and intensive support for social/emotional/behavior. Educational therapists are contributing members of the Solution Based Teams, provide case management, coordination of services, provide Educational Related Mental Health Services and are members of the Crisis Response Team.</p> <p>2) Funding school psychologist will provide support for social/emotional/behavior. The school psychologist are contributing members of the Solution Based Teams.</p> <p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student.</p>	\$3,701,287.00	Yes
<b>2.10</b>	African American Student Enrichment Activities	<p>This action will enable SJUSD to develop enrichment activities to support African American Students and Family Engagement. This action will help support school sites who are identified for having African American students in the red performance level for suspensions, chronic</p>	\$51,000.00	No

Action #	Title	Description	Total Funds	Contributing
		absenteeism, English Language Arts, and mathematics. Sites include Record Elementary, Estudillo Elementary, Monte Vista Middle School, North Mountain Middle School, Park Hill Elementary, San Jacinto Elementary, and San Jacinto High School.		
<b>2.11</b>	Positive Culture/Climate and Safety	<p>This action will support the District in fostering a positive school culture/climate and increase school safety measures by doing the following:</p> <ol style="list-style-type: none"> <li>1) Fund a Safety Officer who will assist sites in developing and implementing a comprehensive safety plan which is inclusive of creating a positive school culture and climate.</li> <li>2) Fund Campus Aides and Noon Duty Crossing Guards who will implement components of the site’s school safety plan, along with providing interventions to support behavior. Campus Aides and Noon Duty Crossing Guards will contribute to building a positive and safe school culture/climate.</li> <li>3)Fund Campus Security at secondary schools who will implement components of the site’s school safety plan and contribute to building a positive and safe school culture/climate.</li> <li>4) Fund travel and conference attendance to the California Association of Directors of Activities annual conference to implement learned strategies and approaches to create positive school culture and climate.</li> </ol> <p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student.</p>	\$4,846,020.00	Yes
<b>2.12</b>	District Nurses	District Nurses will develop and support sites on providing a multi-tiered system to support students who have health needs.	\$852,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Activities to promote inclusivity of SWD	<p>SJUSD will fund activities to promote inclusion of SWD such as a transition fair, disabilities awareness activities, and a sporting event for students with disabilities.</p> <p>*This action will supporting moving SWD out of Differentiated Assistance.</p>	\$58,000.00	No
2.14	Public Information Officer	<p>SJUSD will implement a comprehensive communication plan to increase parent/guardian/family engagement aimed at fostering stronger connections between schools, parents, and the community. The following action is a component of the comprehensive plan: The Public Information Officer will develop a communication plan to ensure parents/guardians, staff, students and community are informed of district and school events.</p>	\$199,884.00	Yes
2.15	Support Implementation of the Building Assets Reducing Risks (BARR)	<p>This action will support the implementation of the BARR program by funding a program coordinator and BARR School Counselor. Building Assets Reducing Risks (BARR) is a whole-school improvement model focused on developmental, academic, and structural challenges during the ninth grade. BARR is used in all subjects across ninth grade to increase students' achievement by improving their social-emotional skills, building positive student-teacher relationships, and solving non-academic barriers to learning, such as truancy and misbehavior. BARR schools closely monitor student achievement and behavior with real-time analysis of data. *This action will support moving the following student groups out of the red performance level at SJHS: English Learners (ELA, Math, Suspensions), Students With Disabilities (ELA, Math, Graduation), African American students (ELA), Socioeconomically Disadvantaged students (ELA, Math), Hispanic (Math), Homeless (Suspensions), American Indian (Suspensions)</p>	\$312,259.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Conditions of Learning - SJUSD will maintain high quality staff, facilities, and access to a broad course of study.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Conditions of Learning goal was developed to sustain and build upon the district's achievement in providing high quality staff, facilities, and a broad course of study to align with the California State Public School Accountability model and the California Dashboard. The Conditions of Learning goal is also aligned with our local Board of Trustees priorities of having high quality staff, facilities, and course access. Recognizing that the conditions of learning are critical for effective student engagement and instruction, SJUSD aims to continue to meet and exceed the state requirements in these areas. The actions outlined below are designed to ensure that SJUSD adheres to the high standards expected by educational partners. Through this goal SJUSD will continuously monitor teacher assignments, instructional materials, basic services, course access, and the state of school facilities. The actions in goal 3 are aligned with measurable metrics will provide a framework for sustaining the progress achieved in creating optimal conditions of learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	#1 Teachers:fully credentialed and appropriately assigned	88.2% of teachers fully credentialed and appropriately assigned			100% of teachers fully credentialed and appropriately assigned	
3.2	#2 Standards-aligned instructional materials for every student	100% standards-aligned instructional materials for every student			100% standards-aligned instructional materials for every student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	#3 School facilities in “good repair” per CDE’s Facility Inspection Tool (FIT)	100% “good repair” on all FIT inspections			100% “good repair” on all FIT inspections	
3.4	Local Indicator: Implementation of State Standards including how EL's will access the CCSS and ELD  Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2023)	Standard Met			Standard Met	
3.5	Local Indicator: Course Access - Students have access and are enrolled in a broad course of study  Data Source: Aeries A-G enrollment	100% of students have access and are enrolled in a broad course of study			100% of students have access and are enrolled in a broad course of study	

## 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	Coaching and Support for New Teachers	<p>SJUSD will support new teachers by funding New Educator Training (NET) Teachers On Special Assignment. The NET TOSA's will provide professional development, coaching and mentoring to support new teachers in ensuring that evidence based practices will be utilized to support students. NET TOSAs play a multifaceted role in supporting new teachers as they strive to help students achieve their full potential. This action will support ensuring that teachers are fully credentialed and utilizing standards aligned instructional materials.</p> <p>This action will support student groups in the red in English Language Arts, Mathematics, and Behavior by providing instructional strategies to support students needing additional support.</p>	\$670,925.00	Yes
3.2	Provide a District Librarian and Library Media Technicians.	<p>The District Librarian and 12 Library Media Technicians play a vital role in promoting literacy, supporting academic achievement, fostering literacy information, creating a conducive learning environment, supporting teachers and curriculum, promoting technology integration, and cultivating a culture of lifelong learning,</p> <p>By providing this action it enables SJUSD to maintain 100% standards-aligned instructional materials for every students.</p>	\$1,240,624.00	Yes
3.3	Provide 21st Century Learning Environments	<p>Providing 21st-century learning environments with modern furniture, equipment, and technology offers numerous benefits, including enhanced student engagement, facilitated collaboration, personalized learning</p>	\$395,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>experiences, access to information and resources, preparation for the digital age, real-world relevance, and increased teacher effectiveness.</p> <p>This action helps SJUSD maintain 100% “good repair” on all FIT inspections.</p>		
<b>3.4</b>	Provide updated campus and safety features.	<p>Providing updated campus and safety features in schools offers numerous advantages, including enhanced security, a safer learning environment, improved emergency preparedness, reduced risk of violence and crime, improved mental health and well-being, legal and regulatory compliance. Investing in campus safety measures is essential for creating a conducive environment where students can thrive academically, socially, and emotionally.</p> <p>Actions include items such as additional security contractors during peak periods, replace fencing at SJHS to extend to 8 feet high, purchase door wedges, and add/update cameras.</p> <p>This action helps SJUSD maintain 100% “good repair” on all FIT inspections.</p>	\$630,000.00	Yes
<b>3.5</b>	Provide support to each school to allow for academic field trips	<p>Field trips offer numerous educational benefits, including hands-on learning, enriched curriculum, cultural exposure and diversity, stimulated curiosity and interest, improved retention and engagement, development of social and emotional skills, career exploration and inspiration, and community engagement and connection.</p>	\$395,000.00	Yes
<b>3.6</b>	Music Opportunities	<p>This action provides students access to music opportunities. This action will fund the Elementary music teachers.</p> <p>This action enables SJUSD to maintain access to a Broad Course of Study based on Aeries Student Information System.</p>	\$1,095,731.00	Yes



Action #	Title	Description	Total Funds	Contributing
3.7	Physical Education Opportunities	This action will provide Physical Education opportunities by funding the following: 1)Elementary Physical Education Teachers 2)Provide Physical Education curriculum and equipment 3)Provide P.E. and athletic uniforms	\$1,098,985.00	Yes
3.8	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	This action will provide enrichment activities and school supplies for foster students and homeless students. Providing field trips and enrichment activities for foster youth and homeless students offers numerous advantages, including experiential learning, cultural exposure and enrichment, socialization and peer interaction, sense of belonging and community, increased engagement and motivation, positive role models and mentors, coping skills and resilience, and academic achievement and success. By offering these opportunities, schools and community organizations can support the holistic development and well-being of foster youth and homeless students, helping them overcome barriers and achieve their full potential.  This action will assist SJUSD in remaining outside of Differentiated Assistance for Foster Youth students and assist SJUSD in exiting Differentiated Assistance for Homeless students as measured by the CA Dashboard.	\$40,000.00	Yes
3.9	Grow Our Own Program	This action will help develop future teachers by funding Teacher Aides for the Grow Our Own Program. This program is designed to mentor recent SJUSD alumni who are interested in becoming a teacher.	\$85,171.00	Yes
3.10	Spanish Teachers	This action will fund 6 Spanish teachers. By investing in Spanish teachers, schools prepare students for success in a multicultural and multilingual society, equipping them with the skills, knowledge, and perspectives needed to thrive in a diverse world.	\$833,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action enables SJUSD to maintain access to a Broad Course of Study based on Aeries Student Information System.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Mountain View High School will increase the number of students who are exiting CCI prepared from 4.8% to 7.8% as measured on the 2024 California Dashboard. The School will also increase student's sense of belonging from 36% of students responding favorably to 42% responding favorable based on the panorama survey data June 2025. This goal is inclusive of the following student groups: Students With Disabilities, Homeless students, Socioeconomically Disadvantaged students, English Learners, and Hispanic students. According to Teaching Assignment Monitoring Outcomes 31.6% of Mountain View High School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2021-22).	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

According to the California Dashboard, Mountain View High School has had a low number of students graduating college/career ready for multiple years. 2018 = 1.6%, 2019 = 1.2%, 2023 = 4.8%. This placed MVHS in the very low performance level. MVHS was also identified as having a 74.23% non-stability rate. MVHS students have not had access to hands-on CTE courses on campus. By hiring a credentialed CTE teacher for their film/media course MVHS will remove a barrier for student success. The course, F3027 video production, is also considered to be at a college level. College State Course Code -9020 college credit course -Visual Arts. According to the study, Creating a Future-Oriented Culture in High Schools: The Impact of the College and Career Readiness Expansion Project (<https://ies.ed.gov/ncee/WWC/Study/90291>), found on What Works Clearinghouse. Students in high school should be taking courses of a college level while still in high school. This course meets that criteria. In addition MVHS plans to embed a registered pre-apprenticeship into the course partnering with JDS Creative Academy which is a California registered apprenticeship. MVHS students who successfully complete the course will be able to transition into an apprenticeship if they choose to. These new opportunities will also help students to be considered College/Career ready as measured by the CA Dashboard. The School proposes the hiring of a Licensed Vocational Nurse (LVN) to support MVHS students. The School has been having an increased number of students enrolling in our school with severe health conditions such as diabetes which necessitate an LVN being on campus to assist students' health needs. This will increase the health wellbeing of the students on campus and increase students sense of belonging. The fall 2023 student survey showed that only 36% responded favorably to having a sense of belonging at school. Through this goal MVHS will be able to improve their outcomes. Mt. View High School sought input from educational partners through their School Site Council, English Language Advisory Council, ASB and Counselor's Advisory groups. Staff were engaged for feedback during staff meetings. Student input was also gained from exit interviews.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students college and career ready  Data Source: 2023 California School Dashboard--MVHS	All Students: 4.8% English Learners: 0.0% Foster Youth: < 11 stu Homeless: 6.7% Socioeconomic Disadvantaged: 4.8% Differently Abled: 0.0% Hispanic: 3.8% AA: 8.7% AI: < 11 stu FI: <11 stu 2+: < 11 stu White: 4.5%			All Students: 7.8% English Learners: 3.0% Foster Youth: < 11 stu Homeless: 9.7% Socioeconomic Disadvantaged: 7.8% Differently Abled: 3.0% Hispanic: 6.8% AA: 11.7% AI: < 11 stu FI: <11 stu 2+: < 11 stu White: 7.5%	
4.2	Student Survey  Data Source: Panorama Student Survey Spring 2024	Students at MVHS are stating that 36% feel a sense of belonging at MVHS.			Target for year 3 is to get the overall students sense of belonging up to 42%.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Film/Media CTE Courses	Increase enrollment and completion of Career Technical Education (CTE) Pathway by hiring one credentialed CTE teacher.	\$51,730.00	No
4.2	Supplies for CTE Course	Provide materials and equipment for students to use in the film and media class.	\$4,817.00	No
4.3	Registered Pre-Apprenticeship	Connect CTE students to a pre-apprenticeship program, which includes consultant fees, supplies, field trips, and curriculum.	\$9,389.00	No
4.4	Licensed Vocational Nurse	Increase the health wellbeing of students on campus and increase students sense of belonging by funding a full time Licensed Vocational Nurse.	\$94,493.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Mountain Heights Academy will increase the number of MHA students who are exiting College and Career Indicator (CCI) as prepared from 8% to 11% as measured on the 2024 California Dashboard, inclusive of the following student groups: Students With Disabilities, Homeless students and Socioeconomically Disadvantaged students. According to Teaching Assignment Monitoring Outcomes 74.4% of Mountain Heights Academy teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2021-22).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

According to the California Dashboard, MHA has had a low number of students graduating college/career ready for multiple years. 2018 = 3.6%, 2019 = 3.1%, 2023 = 8%. This placed MHA in the very low performance level. MHA was identified as having a 69.06% non-stability rate MHA students have not had access to hands-on CTE courses on our campus. By hiring a credentialed CTE teacher for the film/media course MHA have removed a barrier for student success. The course, F3027 video production, is also considered to be at a college level. College State Course Code -9020 college credit course -Visual Arts. According to the study, Creating a Future-Oriented Culture in High Schools: The Impact of the College and Career Readiness Expansion Project (<https://ies.ed.gov/ncee/WWC/Study/90291>), found on What Works Clearinghouse, students in high school should be taking courses at college level while still in high school. This course meets that criteria. In addition MHA plan to embed a registered pre-apprenticeship into the course partnering with JDS Creative Academy which is a California registered apprenticeship. MHA students who successfully complete the course will be able to transition into an apprenticeship if they choose to. These new opportunities will also help students to be considered College/Career ready as measured by the CA Dashboard. MHA sought out input from educational partners through their School Site Council, English Language Advisory Council, ASB and Counselor’s Advisory groups. Staff were engaged for feedback during staff meetings. Student input was also gained from exit interviews.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students college and career ready.	All Students at MHA: 8%			All Students at MHA: 11.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California School Dashboard 2023	English Learners: < 11 stu Foster Youth: < 11 stu Homeless: < 11 stu Socioeconomically Disadvantaged: 8.8% SWD: < 11 stu AI: < 11 stu HI: 10.9% 2+: < 11 stu WH: 0.0%			English Learners: < 11 stu Foster Youth: < 11 stu Homeless: < 11 stu Socioeconomically Disadvantaged: 11.8% SWD: < 11 stu AI: < 11 stu HI: 13.9% 2+: < 11 stu WH: 3.0%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.



## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Provide a Film/Media Career Technical Education Courses/Pathway	Increase enrollment and completion of Career Technical Education (CTE) Pathway by hiring one credentialed CTE teacher.	\$51,729.00	No
5.2	Supplies for the Film/Media CTE Pathway	Provide materials and equipment for students to use in the film and media class.	\$59,650.00	No
5.3	Registered Pre-Apprenticeship	Connect CTE students to a pre-apprenticeship program, which includes consultant fees, supplies, field trips, and curriculum.	\$64,223.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	San Jacinto Technical Institute will increase student achievement in English Language Arts on the CAASP from 45.5 points below the standard to 30.5 points below the standard (15 points per year) by June 2025 by building capacity with teachers to create structured collaborative opportunities for students (inclusive of Students With Disabilities, English Learners, and Homeless students) in the virtual setting. According to Teaching Assignment Monitoring Outcomes 21.1% of San Jacinto Technical Institute teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2021-22).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As the district's only K-8 Virtual School, SJTI continuously looks for ways to increase online engagement and provide instructional and curricular support for both staff and students. Most core curriculum aligns with in-person instruction and delivery and lacks online strategies to supplement the teacher who teach in a virtual setting. As a virtual school, we continue to adapt, modify, and design learning opportunities for students using core curriculum that needs to be developed for the virtual learners. This becomes even more evident when identifying and meeting the needs of English Learners, Homeless students, and Students With Disabilities. A root cause analysis of SJTI's immediate needs was performed after reviewing California Assessment of Student Performance and Progress (CAASPP) and local iReady data. Based on the 2023 California Dashboard data students scored 45.5 points below the grade level standard (orange performance level) which was a decline by 11 points from the previous year. Additionally, 40.5% of English Learners made progress towards English language proficiency and scored at the lowest performance level (red). Additionally, SJTI has a non-stability rate of 53.39%. By building the capacity of teachers to create virtual structured collaborative opportunities to develop written language skills students will be more engaged in their education and achievement will increase. Based on the root cause analysis it was determined there is a need to increase and improve structured collaborative opportunities for students. According to What Works Clearinghouse providing regular, structured opportunities help to develop written language skills assists students in engaging in analytical writing activities, during which they learn to support their opinions, arguments, and claims with evidence from tests. By funding an Education Technology Teacher On Special Assignment this teacher will be able provide professional development and coaching on how to implement structured collaborative opportunities in the virtual setting and assist teachers in strategically designing graphic organizers, sentence frames, and other visual supports for structured student talk through daily opportunities for students to discuss content and learning with other students and in small groups. Additionally, SJTI will hire a part-time instructional aide who will support students in implementing structured collaborative opportunities. The equity multiplier funds will also be used to hire a Corwin consultant to provide additional professional development and resources to support structured collaboration opportunities inclusive of strategies to support English Learners and Long-Term English Learners.

Feedback from staff, parents/families, and students was received during the SJTI mid-year review meeting and staff meetings. Based on the needs and recommendations of educational partners supported the action items in this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Pupil Achievement on Statewide Assessments--ELA DFS  Data Source: California school Dashboard 2023	ALL: -45.5 EL: -66.0 SWD: -90.1 SED: -48.0 HOM: <11 stu FY: <11 stu HI: -49.6 AI: <11 stu AS: <11 stu AA: -64.5 FI: <11 stu PI: <11 stu 2+: <11 stu WH: +0.6			ALL: -0.5 EL: -21.0 SWD: -45.1 SED: -3.0 HOM: <11 stu FY: <11 stu HI: -4.6 AI: <11 stu AS: <11 stu AA: -19.5 FI: <11 stu PI: <11 stu 2+: <11 stu WH: +45.6	
6.2	Pupil Achievement Local Assessment--Reading i-Ready meets or exceeds  Data Source: Schoolzilla	ALL: 43.5% EL: 4.0% SWD: 28.6% SED: 33.3% HOM: <11 stu FY: <11 stu HI: 41.5% AI: <11 stu AS: <11 stu AA: 44.4% FI: <11 stu PI: <11 stu 2+: <11 stu WH: 58.8%			ALL: 54.5% EL: 25.0% SWD: 49.6% SED: 54.3% HOM: <11 stu FY: <11 stu HI: 62.5% AI: <11 stu AS: <11 stu AA: 65.4% FI: <11 stu PI: <11 stu 2+: <11 stu WH: 79.8%	

# 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
6.1	Ed. Tech TOSA	Implement structured collaborative opportunities for students in the virtual setting by funding one Ed. Tech TOSA who will provide professional development and coaching to support all staff and students in the virtual setting making online structured collaborative opportunities accessible and build the capacity of online teachers. This action item will provide support to English Learners, Long-Term English Learners, Homeless students, Foster Youth students, Students With Disabilities, and Socioeconomically Disadvantaged students.	\$153,968.00	No
6.2	Fund a Corwin Consultant	SJTI will fund a Corwin Consultant to provide PD in support of Site Focus. SJTI will increase student achievement by building capacity with teachers in the area of structured collaboration opportunities including strategies for English Language learners. This PD will focus on strategies in support of	\$16,390.00	No

Action #	Title	Description	Total Funds	Contributing
		students in the virtual learning environment specific and measured by 2024 CAASP Assessment and local iReady EOY diagnostic results.		
<b>6.3</b>	Supplemental Support and Resources	Provide supplemental support to students by hiring an instructional aide who will assist in implementing structured collaborative opportunities. Additionally, SJTI will provide technological resources such as chrome books with Long Term Evolution (LTE) which enables students who do not have access to the internet to have a device with internet access. This will support overall academic achievement and access to resources in the virtual classroom.	\$50,252.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	<p>Monte Vista Middle School will increase student engagement by strengthening the Multi-Tiered System of Support focusing on increasing English Language Literacy, improving systems for behavior support, and increasing college and career opportunities for students. Within three years, all students, and particularly English Learners, Students With Disabilities, Socioeconomically Disadvantaged students, Foster Youth students, Homeless students, and African-American students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by CAASPP test results and local benchmarks, have a decrease in behavior incidents as measured by the California School Dashboard, and see an increase in a sense of belonging as measured by the Panorama student survey. According to Teaching Assignment Monitoring Outcomes 1.4% of Monte Vista Middle School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2021-22).</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the 2023 California Dashboard students at Monte Vista Middle School's students scored 63.9 points below the grade level standard in English Language Arts (ELA). Upon examining student group data for ELA, English Learners and Students with Disabilities scored at the lowest performance level (red), English Learners scored 102.1 points below the standard and Students With Disabilities scored 126.8 points below the grade level standard. African American students scored 73.4 points below the grade standard (orange performance level), Hispanic students scored 64.2 points below the grade level standard (orange performance level), and Socioeconomically Disadvantaged students scored 68.5 points below the grade level standard (orange performance level). Suspension rates were 6.7% in 2023, which is double compared to the district's overall suspension rates. Monte Vista Middle school has a disproportionate suspension rates for African American students (13.3%) which is at the red performance level. The non-stability rate for MVMS was 25.42%.

An in-depth needs assessment of the school was conducted by Orenda Education from February through April, 2024. This included a site visit with focus groups for teachers, support staff, students, and administrators; classroom observations; surveys; and the collection of artifacts. This data was triangulated with five years of student performance and demographic data to identify the barriers to accelerating student achievement. Results from the study included that the staff is divided into factions that do not have common expectations for behavior or academics; thus, students are not receiving a coherent, consistent educational message. Additionally, grade level standards were not consistently practiced by grade level. Part of this goal is to improve the culture and climate of the campus, unite the staff together behind common expectations and agreements for achievement and behavior that are collaboratively created and agreed upon. Monte Vista

Middle School will increase collective efficacy among teachers by funding a Learning Support Teacher on Special Assignment. By providing professional learning and coaching teachers will be able to align curriculum focusing on increasing student engagement by doing a deep dive into standards within a nested system. By funding a MTSS (Multi-Tiered System of Support) TOSA MVMS will be able to strengthen their MTSS with a focus on improving student engagement by creating and maintaining systems for addressing student behaviors, restorative practices, creating a positive culture/climate, reducing suspension rates, and increasing social-emotional learning. MVMS will fund a full time Career Technical Education Teacher for Robotics/Maker Space. A study by the National Research Center for Career and Technical Education found that middle school students who participated in career exploration programs demonstrated higher levels of career readiness and academic achievement compared to those who did not. Research published in the "Journal of Career and Technical Education" showed that career exploration activities positively influenced students' career decision-making self-efficacy and career planning. AVID professional development for math and English Language Arts teachers that will also increase student engagement by helping students to explore and prepare for their college and career goals.

Educational partners were engaged in the development of this goal based on student focus groups, School Site Council, ELAC, SPSA planning, and Guiding Coalition teams.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of students in grades 6-8 who meet or exceed standard in ELA  Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 24.8% EL: 4.6% SWD: 1.8% SED: 23.2% HOM: 13.3% FY: < 11 stu HI: 25.8% AI: < 11 stu AS: < 11 stu AA: 16.9% FI: < 11 stu 2+: 21.9% WH: 27.0%			All: 45.8% EL: 25.6% SWD: 22.8% SED: 44.2% HOM: 34.3% FY: % < 11 stu HI: 46.8% AI: < 11 stu AS: < 11 stu AA: 37.9% FI: < 11 stu 2+: 42.9% WH: 48.0%	
7.2	Pupil Achievement on Local Assessment-Reading i-Ready  Data Source:	All: 21.0% EL: 0.9% SWD: 4.1% SED: 25.7% HOM: 21.1%			All: 42.0% EL: 21.9% SWD: 25.1% SED: 46.7% HOM: 42.1%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Schoolzilla ELA exceeds or meets EOY	FY: < 11 stu HI: 20.4% AI: < 11 stu AS: < 11 stu AA: 14.8% FI: < 11 stu 2+: 27.6% WH: 31.5%			FY: < 11 stu HI: 41.4% AI: < 11 stu AS: < 11 stu AA: 35.8% FI: < 11 stu 2+: 48.6% WH: 52.5%	
7.3	Suspension Rates  Data Source: California Dashboard 2023	All: 6.7% EL: 5.9% SWD: 10.0% SED: 7.2% HOM: 4.5% FY: 5.9% HI: 5.4% AI: 0.0% AS: < 11 stu AA: 13.3% FI: < 11 stu 2+: 9.5% WH: 10.0%			All: 3.7% EL: 2.9% SWD: 7.0% SED: 4.2% HOM: 1.5% FY: 2.9% HI: 2.4% AI: 0.0% AS: < 11 stu AA: 7.3% FI: < 11 stu 2+: 3.5% WH: 4.0%	
7.4	Panorama Student Survey sense of belonging.  Data Source: Panorama Student Survey Spring 2024	28% of students have a sense of belonging with the school.			43% of students have a sense of belonging.	

# 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
7.1	Deep Dive into Standards within a Nested Data System	Provide professional learning to teachers and staff focused on curriculum-alignment, developing conditions for success with an instructional support system, and using student achievement data to support instructional decision making based (What Works Clearinghouse).	\$236,402.00	No
7.2	AVID Professional Learning By Content	Support for a teacher professional learning model focused on curriculum-aligned activities for Math and ELA that provides equitable access and success for all students. This is additional training that is outside of what the school district provides in the LCAP.	\$24,985.00	No
7.3	MTSS (Multi-Tiered System of Supports) TOSA	Focus on creating and maintaining a Multi-Tiered System of Supports to address behavior, social emotional learning and chronic absenteeism by focusing on restorative practices.	\$123,491.00	No

Action #	Title	Description	Total Funds	Contributing
<b>7.4</b>	CTE teacher for robotics/Maker Space	By providing career exploration programs in middle school, students can better understand their interests, strengths and stay engaged in their educational journey. Providing a CTE teacher for robotics/makers space students will have access to the pathways of Robotics/Makerspace and Digital Media Arts.	\$130,304.00	No
<b>7.5</b>	Learning Support TOSA	Under the direction of the school principal, assist in the implementation of an effective instructional program by serving as the Instructional Coach for the school site. The position will help increase collective efficacy as well as coordinate and provide staff development as related to the Strategic Plan for student achievement. The Learning Support TOSA will reinforce an evidence-based collaborative approach to supporting English Learner student and SWD student instruction through academic conversations with peers in the integrated classroom. Will implement the WICOR instructional cycle for writing, inquiry, collaboration organization, and reading.	\$175,141.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
8	North Mountain Middle School will strengthen their Multi-Tiered System of Supports by focusing on increasing English Language Arts, strengthen the behavior supports, social emotional learning, and strengthening support for English Learners. Within three years, all students, particularly English Learners, Students With Disabilities, Socioeconomically Disadvantaged students, Foster Youth students, Homeless students, and African-American students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by CAASPP test results and local benchmarks. Additionally there will be a decrease in behavior incidents as measured by the California School Dashboard suspension rates and an increase in emotional regulation as measured on the Panorama student survey. According to Teaching Assignment Monitoring Outcomes 3.7% of North Mountain Middle School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2021-22).	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

According the 2023 California Dashboard students at North Mountain Middle School scored 61.4 points below the standard in English Language Arts, upon further examining student group data African American students scored 81.6 points below the standard (red performance level) and English Learners scored 81.1 points below the standard (red performance level), Socioeconomically Disadvantaged students scored 64.4 points below the standard (orange performance level), Students With Disabilities scored 106 points below the standard (orange performance level). Suspension rates for North Mountain Middle School according to the 2023 California Dashboard were 5.8%, African American Students had a 10% suspension rate (yellow performance indicator), Students With Disabilities had an 11.2% suspension rate (yellow performance indicator), and White students had a 9.6% suspension rate, English Learners had a 3.4% suspension rate, Socioeconomically Disadvantaged students had a 6.3% suspension rate, Foster Youth had a 21.4% suspension rate, and Homeless students had a 15.8% suspension rate. When examining social emotional learning 38% of students at North Mountain Middle School indicated that they had ability to emotionally regulate. NMMS had a 26.13% non-stability rate.

North Mountain Middle School plans to use the Equity Multiplier funds to address student groups' needing additional academic, behavioral, and social-emotional learning support, including African Americans students, Hispanic students, White Students, English Learners, Socio-economically Disadvantaged students and Students with Disabilities. By funding a MTSS (Multi-Tiered System of Support) TOSA NMMS will

be able to strengthen their MTSS with a focus on creating and maintaining systems for addressing student behaviors, restorative practices, incentives, chronic absenteeism, suspension rates, social-emotional learning, and supporting English Learners. North Mountain Middle School will also fund a Learning Support TOSA who will, under the direction of the school principal, assist in the implementation of an effective instructional program by serving as the Instructional Coach for the school site. The Learning Support TOSA will also coordinate and provide staff development as related to the Strategic Plan for student achievement, focusing on implementing the Model-Practice-Reflect instructional cycle for writing which is an evidenced based strategy according to What Works Clearinghouse. In order to meet the needs of their growing number of Newcomer English Language Learners, SJE will fund one additional bilingual aide that will assist students with English Language Arts. The evidence based practice that the bilingual aide will use to support English Learners includes Language Development Strategies such as interactive read-alouds, Language Experience Approach (LEA), and vocabulary building (Gibbons, P. (2015). Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom). In an effort to support our African American students, NMMS will offer parent engagement opportunities through parent workshops that focus on strategies to increase achievement.

Educational partner feedback was collected and used to create this plan. NMMS engaged educational partners through their English Learner Advisory Council, School Site Council, and during staff meetings. Student feedback was received from student focus groups and student surveys.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Pupil Achievement on Statewide Assessments- English Language Arts  Data Source: California Dashboard 2023	All: 23.5% EL: 1.5% SWD: 9.8% SED: 22.2% HOM: 9.1% FY: < 11 stu HI: 23.5% AI: 23.5% AS: < 11 stu AA: 21.5% FI: < 11 stu PI: < 11 stu 2+: 10.3% WH: 28.6%			All: 44.5% EL: 22.5% SWD: 30.8% SED: 43.2% HOM: 30.1% FY: < 11 stu HI: 44.5% AI: 44.5% AS: < 11 stu AA: 42.5% FI: < 11 stu PI: < 11 stu 2+: 31.3% WH: 49.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.2	Pupil Achievement on Local Assessment-Reading i-Ready  data source: schoolzilla	All: 24.6% EL: 2.2% SWD: 5.9% SED: 23.9% HOM: 0.0% FY: < 11 stu HI: 23.5% AI: 23.5% AS: < 11 stu AA: 19.4% FI: < 11 stu PI: < 11 stu 2+: 27.6% WH: 35.4%			All: 45.6% EL: 23.2% SWD: 26.9% SED: 44.9% HOM: 21.0% FY: < 11 stu HI: 44.5% AI: 44.5% AS: < 11 stu AA: 40.4% FI: < 11 stu PI: < 11 stu 2+: 48.6% WH: 56.4%	
8.3	Suspension Rates  Data Source: California Dashboard 2023	All: 5.8% EL: 3.4% SWD: 11.2% SED: 6.3% HOM: 15.8% FY: 21.4% HI: 4.8% AI: 9.5% AS: < 11 stu AA: 10.0% 2+: 7.5% WH: 9.6%			All: 2.8% EL: 0.4% SWD: 5.3% SED: 3.3% HOM: 9.8% FY: 15.4% HI: 1.8% AI: 3.6% AS: < 11 stu AA: 4.0% 2+: 1.5% WH: 3.6%	
8.4	Emotional Regulation  Data Source: Panorama Spring Student Survey	Students at NMMS have a 38% ability to self regulate.			Students at NMMS have a 53% ability to self regulate.	

# 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
8.1	MTSS (Multi-Tiered System of Support) TOSA	Focus on creating and maintaining systems for addressing student behaviors, restorative practices, incentives, chronic absenteeism, suspension rates, social-emotional learning, and supporting our English Learners. Will be focused on using these schoolwide evidence-based strategies to consistently teach and reinforce good behaviors.	\$137,327.00	No
8.2	Learning Support TOSA	Under the direction of the school principal, assist in the implementation of an effective instructional program by serving as the Instructional Coach for the school site. The position will also coordinate and provide staff development as related to the Strategic Plan for student achievement. Will reinforce an evidence-based collaborative approach to supporting English Learner student instruction through academic conversations with peers in the integrated classroom. Will implement the use the Model-Practice-Reflect instructional cycle for writing (WWC).	\$175,141.00	No



Action #	Title	Description	Total Funds	Contributing
<b>8.3</b>	Bilingual Aide	In order to meet the needs of the growing number of Newcomer English Language Learners at NMMS , NMMS will fund one bilingual aide to support the students' language acquisition in the integrated and designated EL classrooms. The evidence based practice that the bilingual aide will use to support English Learners includes Language Development Strategies such as interactive read-alouds, Language Experience Approach (LEA), and vocabulary building.	\$32,784.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
9	San Jacinto Elementary School will strengthen and improve their Multi-Tiered System of Supports by focusing on English Language Arts, specifically literacy in grades K-3, as well as strengthening behavior supports, and social emotional learning. Within three years, all students, and particularly English Learners, Socioeconomically Disadvantaged students, Students With Disabilities, Hispanic students, and African American students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by CAASPP test results and local benchmarks. Additionally, there will be a decrease in behavior incidents as measured by the California School Dashboard suspension rates. According to Teaching Assignment Monitoring Outcomes 3.2% of San Jacinto Elementary School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2021-22).	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

According the 2023 California Dashboard SJE students scored 93.6 points below the grade level standard in English Language Arts which is the lowest performance level of red. There are four student groups in the red performance level, which includes English Learners who scored 107.3 points below the standard, Hispanic students who scored 93.6 points below the standard, Socioeconomically Disadvantaged scored 93.6 points below the standard, and Students With Disabilities scored 164.6 points below the standard. Upon examining suspension rates SJE had an overall 2.5% suspension rate and there were two student groups who had at the lowest performance level, of red, which includes African American Students who had a 6.2% suspension rate and Student With Disabilities who had a 7.3% suspension rate. SJE's non-stability rate was 26.6%.

San Jacinto Elementary plans to use the Equity Multiplier funds to address student groups' that need additional academic, behavioral, and social-emotional learning support, including English Learners, Socioeconomically Disadvantaged students, Students With Disabilities, Hispanic students, and African American students. By funding a MTSS (Multi-Tiered System of Support) TOSA SJE will be able to strengthen their MTSS with a focus on creating and maintaining systems for addressing student behaviors, restorative practices, incentives, chronic absenteeism, suspension rates, and social-emotional learning. The MTSS TOSA will provide additional support to students in grades K-3 by focusing on foundational skills to support reading for understanding (an evidence based practice from What Works Clearinghouse). This includes developing awareness of the segments of sound in speech and how they link to letters by teaching students to decode words, analyze word parts, and word recognition. Additionally, a contract with a mentoring program will be funded to provide additional support to students that struggle with behavior. Components of the mentoring

This goal was developed based on educational partner feedback that occurred through the School Site Council, the English Language Advisory Council, the PLT meeting, staff meetings, and student focus groups.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Pupil Achievement on Statewide Assessments- English Language Arts  Data Source: California Dashboard 2023	All: 16.9% EL: 3.5% SWD: 6.5% SED: 16.9% HOM: < 11 stu FY: < 11 stu HI: 16.1% AI: < 11 stu AS: < 11 stu AA: 18.2% 2+: < 11 stu WH: 9.1%			All: 36.9% EL: 24.5% SWD: 27.5% SED: 37.9% HOM: < 11 stu FY: < 11 stu HI: 37.1% AI: < 11 stu AS: < 11 stu AA: 39.2 2+: < 11 stu WH: 30.1%	
9.2	Pupil Achievement on Local Assessment-- Reading iReady  Data Source: Schoolzilla 2023 End of Year (EOY)	All: 27.2% EL: 8.7% SWD: 7.8% SED: 27.1% HOM: < 11 stu FY: < 11 stu HI: 27.3% AI: < 11 stu AS: < 11 stu AA: 18.8% 2+: 38.5% WH: 38.9%			All: 48.2% EL: 29.7% SWD: 28.8% SED: 48.1% HOM: < 11 stu FY: < 11 stu HI: 48.3% AI: < 11 stu AS: < 11 stu AA: 39.8% 2+: 59.5% WH: 59.9%	
9.3	Suspension Rates  Data Source: California Dashboard 2023	All: 2.5% EL: 1.8% SWD: 7.3% SED: 2.6%			All: 1.5 % EL: 0.8% SWD: 2.3% SED: 1.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 0.0% FY: 0.0% HI: 2.0% AI: < 11 stu AS: < 11 stu AA: 6.2% PI: < 11 stu 2+: 0.0% WH: 0.0%			HOM: 0.0% FY: 0.0% HI: 1.0% AI: < 11 stu AS: < 11 stu AA: 1.2% PI: < 11 stu 2+: 0.0% WH: 0.0%	

## 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
9.1	Provide a MTSS Specialist (3 years)	The MTSS specialist will strengthen the foundational skills to support reading for understanding (an evidence based practice from What Works	\$165,848.00	No

Action #	Title	Description	Total Funds	Contributing
		Clearinghouse) in grades K-3 by providing tiered 2 and 3 supports for students by teaching students to decode words, analyze word parts, and write and recognize words. The MTSS specialist will continue to work with the Solution Based Team to provide multi-tiered supports for students, including African American Students and Students With Disabilities.		
<b>9.2</b>	Provide social/emotional learning and behavior support	Providing targeted support for students who are struggling with social, emotional, behavior, and attendance concerns by funding a mentoring program. The mentoring program includes evidence based strategies such as Check In and Check Out, cross-age peer mentoring, social emotional learning competencies, and a parent/family engagement component.	\$151,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$41,486,261	\$5,257,474

## 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
38.827%	0.000%	\$0.00	38.827%

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	<p><b>Action:</b> Supplemental materials and resources</p> <p><b>Need:</b> The District has identified that the current core adoptions for core subject areas lack sufficient materials and resources to be able to effectively teach all of the required concepts and skills found in the California Common Core State Standards. The following data shows the need for this action. English</p>	By purchasing supplemental materials and resources SJUSD will address the unique needs and conditions of SJUSD’s unduplicated students because these materials and resources will enable the district to create consistent practices across SJUSD, rather than having individual teachers utilize materials from non-evidence based sources. Supplemental educational materials enhance learning of Common Core standards by offering diverse perspectives, engaging activities, and targeted reinforcement. These materials provide	ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) Science CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Language Arts State Assessment all students were -52.7 points below the standard, whereas the following student groups have a larger gap: English Learners scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math, all students -98 points below the standard, whereas English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored -129 points below the standard (red), and Socioeconomically Disadvantaged students scored -102 points below the standard (red). Based on this data and based upon student feedback from focus groups foster youth students, low socioeconomically students, and English Learners have identified the need for differentiation and supplemental materials that are standards aligned. The supplemental materials that will support unduplicated students include the following: programs to support foundational literacy, materials and supplies to support dELD and iELD, as well as novels to support the ELA update.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students with additional opportunities to grasp complex concepts through varied modalities, catering to diverse learning styles and abilities. By presenting information in different formats, such as visual aids, interactive exercises, and real-world examples, supplemental materials foster deeper understanding and retention for unduplicated students. Unduplicated students will have increased and improved services by having access to these supplemental materials and differentiation opportunities. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>This action is being provided LEA-wide due to all students scoring -52.7 points below the standard in English Language Arts State Assessment and all students scoring -98 points below the standard on the Math State Assessment. SJUSD believes that this action item will help improve state assessment scores for all students.</p>	
1.2	<b>Action:</b>	The District will purchase supplemental educational technology programs based on an	ELA CAASPP (Metrics 1.1, 1.2)



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Supplemental Educational Technology Software Licenses</p> <p><b>Need:</b> The District's core adopted materials provide limited technology resources to support instruction. Supplemental educational technology programs are needed to engage unduplicated students, extend their learning and support quality first instruction, while also providing a safe and secure experience. The following data shows the need for for this action: Upon examining English Language Arts State Assessment all students were -52.7 points below the standard, whereas the following student groups have a larger gap. English Learners scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math all students scored -98 points below the standard, whereas English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red).</p> <p><b>Scope:</b> LEA-wide</p>	<p>annual needs assessment to determine the specific programs needed to support our identified unduplicated students. The supplemental educational technology programs will support unduplicated students across the entire district. This action will increase and improve services for unduplicated students because supplemental education technology programs bolster high-quality first instruction by offering personalized learning experiences, immediate feedback, and adaptive resources tailored to individual student needs. These programs provide educators with valuable insights into student progress and areas of struggle, enabling them to differentiate instruction effectively and address learning gaps promptly. By leveraging the power of technology, educators can deliver dynamic and engaging lessons that cater to diverse learning styles, ultimately fostering a more inclusive and effective learning environment where every student has the opportunity to succeed. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>Providing supplemental educational technology to engage and support all learners district wide ensures all students will receive consistent and comprehensive support. It is essential to provide this action district-wide to assist all students in meeting or exceeding standards on the state assessments for English Language Arts and mathematics.</p>	<p>Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI)--(Metric 1.9) English Learner Progress Indicator (ELPI)--(Metric 1.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>1.3</b></p>	<p><b>Action:</b> Supplemental Programs and Staff to improve college and career readiness</p> <p><b>Need:</b> The specific need and conditions for action 1.3 is based upon the college/career ready data which shows that 31.2% of all students are prepared for college/career, yet gaps exist for unduplicated students. 12.1% of English Learners are prepared, 11.5% of homeless students are prepared, and 30.2% of Socioeconomically Disadvantaged students are prepared. SJUSD has identified a need to provide additional opportunities for students to participate in programs and/or receive direct services that help them meet one or more of the requirements to demonstrate college and career readiness. Based on feedback from students finances to pay for college application fees, PSAT, SAT, AP and IB exams are often a barrier for unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The District will provide additional programs or services that increase access for unduplicated students to demonstrate that they are prepared for success after graduation. This action will improve and increase services for unduplicated students as it will remove barriers for students having to pay for PSAT, SAT, Advanced Placement tests, International Baccalaureate tests, college application fees, and provide access to college fairs. Ultimately this action will assist in improving CCI metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>These actions are being provided district-wide because only 31.2% of all of SJUSD are college and career ready. Although the district expects to see this action item increase college and career indicators for unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p>	<p>College and Career Indicator (CCI)-(Metric 1.9)</p>
<p><b>1.4</b></p>	<p><b>Action:</b> Career Technical Education Programs</p> <p><b>Need:</b> According to the most recent Career Technical Education (CTE) Pathway completion report, only 22.1% of socioeconomically disadvantaged students, 17.2% of English Learners and 0% of Foster Youth have completed at least one CTE pathway with a</p>	<p>This action will increase and improve services for unduplicated students by providing additional Career Technical Education (CTE) courses available to all students, the District will expand opportunities for students to complete a pathway. Access to career technical education (CTE) is vital for students as it equips them with practical skills, hands-on experience, and industry-relevant knowledge necessary for success in the workforce. CTE programs offer opportunities for</p>	<p>CTE Pathway Completion Report, Percentage of students completing CTE (Metrics 1.15)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>grade of C- or better in the capstone class. This data demonstrates the unique need for this action. Additionally, during student focus groups students expressed the importance of having CTE options. Completing a CTE pathway is one of the 11 approved measure for demonstrating college and career readiness and the District needs to expand opportunities for unduplicated students to complete a pathway. Unduplicated students make up almost 90% of our total District enrollment which indicates that we need to continue to provide additional Career Technical Education opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students to explore various career pathways, develop employability skills, and make informed decisions about their future. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>This action item is provided district-wide because only 31.2% of all of SJUSD are college and career ready. Although the district expects to see this action item increase college and career indicators for unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p>	
1.5	<p><b>Action:</b> Non-traditional Educational Opportunities</p> <p><b>Need:</b> The following data shows the need for for this action: Upon examining English Language Arts State Assessment all students were -52.7 points below the standard, yest larger gaps exist for English Learners who scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1</p>	<p>The District will continue to provide four unique learning environments that specialize in dual language immersion, leadership, online and blended learning and early college courses. This action increases and improves services for unduplicated students by offering a range of educational options which provide students with the opportunity to find a learning environment that best suits their individual strengths, interests, and aspirations, ultimately empowering them to reach their full potential academically, socially, and personally. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>This action will not only benefit unduplicated students, but will also benefit all students by providing options for a non-traditional educational</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12)</p>

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	<p>points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red). Through educational partner input and feedback, the District continues to identify a need to provide non-traditional educational settings that provide unique learning environments and experiences for students and families based on request.</p> <p><b>Scope:</b> Schoolwide</p>	<p>opportunity to meet the unique educational needs of all students.</p>	
<p><b>1.7</b></p>	<p><b>Action:</b> Curriculum Teachers on Special Assignment (TOSA)</p> <p><b>Need:</b> The following data shows the need for for this action: English Language Arts State Assessment English Learners scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red). Dashboard data indicates that the</p>	<p>In order to offer ongoing professional development to all teachers by level, the District needs to provide supplemental support through curriculum Teachers on Special Assignment (TOSA). This action will increase and improve services of unduplicated students because the TOSAs will be able to provide teachers training and coaching on Quality First Instruction which is inclusive of providing strategies to scaffold and to provide differentiation for unduplicated students who are struggling. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>The district expects to see improved student achievement in English Language Arts and Math as measured by the CAASPP scores. Although this action will support SJUSD's unduplicated students, it is being offered district-wide because the districts believes this action will benefit all students across the district.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (1.12)</p>

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	<p>majority of students are performing below grade level standards in English Language Arts and Mathematics. In order to best support implementation of District identified instructional strategies embedded in quality first instruction there is a need for supplemental support for unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.9</b></p>	<p><b>Action:</b> Professional growth opportunities through specialized conferences</p> <p><b>Need:</b> According to our most recent local data, unduplicated students consistently score lower than students that are not identified as unduplicated. For example, in grades K-2, 50% of our unduplicated students are reading at grade level compared to 61% of students that are not unduplicated. In grades 3 - 5, the gap widens with only 31% of unduplicated students reading at grade level compared to 50% of students that are not unduplicated. In grades 6-8, there is less disproportionality, but only 28% of our unduplicated students are reading at grade level, compared to 42% of students that are not unduplicated. This data demonstrates the unique need for this action. In order to improve the quality of instructional support being provided to our students, the District has identified a need for additional expert support through conferences,</p>	<p>By providing for supplemental conferences, workshops and other trainings provided through outside experts, the District will address the identified need to improve our internal knowledge and capacity in specific strategies and instructional approaches to improve foundational reading skills for unduplicated students, which will lead to better outcomes in all content areas. Providing teachers additional professional development will help increase and improve services for unduplicated students as teachers will be provided instructional practices to support unduplicated student groups. This action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>Providing professional growth opportunities district-wide is critical to systematically addressing the reading proficiency gap, aiming to elevate the literacy levels of every student to meet state academic standards.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12)</p>

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	<p>workshops and other training opportunities that will help us improve internal capacity and support our unduplicated students, which make up nearly 90% of our current enrollment.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.10</b></p>	<p><b>Action:</b> Support job embedded professional development rotations</p> <p><b>Need:</b> According to our most recent CAASPP results, only 29% of students in grades 3 - 8 and 11 met or exceeded grade level expectations in English Language Arts. However, there is a disproportionality in achievement when comparing our unduplicated students to students that are not unduplicated. For our most recent CAASPP results, only 27% of unduplicated students met or exceeded grade level expectations in ELA, compared to 41% of our students that are not unduplicated.</p> <p>In Mathematics, only 15% of all students in grades 3 - 8 and 11 met or exceeded grade level expectations. Again, our unduplicated students scored significantly lower with only 13.6% meeting or exceeding grade level expectations, compared to 25.6% of our students that are non unduplicated.</p> <p>These results indicate that our unduplicated students require teachers to improve their utilization of evidence based instructional</p>	<p>In order to provide targeted support for unduplicated students implementing additional evidence based instructional strategies is needed to support our learners' unique needs. The District needs to be able to provide sufficient time with the use of daily substitute coverage for teachers to engage in meaningful, job embedded professional learning opportunities, and support for students. This action addresses the need of providing unduplicated targeted support by having teachers who are trained to use evidence based instructional strategies to increase support for unduplicated student groups. Targeted evidence based instructional practices include EL strategies, differentiation, scaffolding are being implemented. This action will assist SJUSD in reaching Goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12) California Science Test (CAST)</p>



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	<p>strategies that support their unique needs to learn the required concepts and skills while also supporting foundational reading skills.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.11</b></p>	<p><b>Action:</b> Extra duty to support professional growth activities</p> <p><b>Need:</b> According to our most recent CAASPP results, only 29% of students in grades 3 - 8 and 11 met or exceeded grade level expectations in English Language Arts. However, there is a disproportionality in achievement when comparing our unduplicated students to students that are not unduplicated. For our most recent CAASPP results, only 27% of unduplicated students met or exceeded grade level expectations in ELA, compared to 41% of our students that are not unduplicated.</p> <p>In Mathematics, only 15% of all students in grades 3 - 8 and 11 met or exceeded grade level expectations. Again, our unduplicated students scored significantly lower with only 13.6% meeting or exceeding grade level expectations, compared to 25.6% of our students that are non unduplicated.</p> <p>These results indicate that our unduplicated students require teachers to improve their utilization of evidence based instructional</p>	<p>In order to meet the need of teachers implementing additional evidence based instructional strategies to support our learners' unique needs, the District needs to be able to provide sufficient time with the use of extra duty for teachers to engage in meaningful, job embedded professional learning opportunities that cannot be provided during the instructional day. By providing professional growth opportunities to staff unduplicated students will have improved and increased services because their teachers will gain more instructional practices to support students who are struggling. This action will assist SJUSD in reaching Goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>strategies that support their unique needs to learn the required concepts and skills while also supporting foundational reading skills.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.12</b></p>	<p><b>Action:</b> Assessment and Data Analysis Support and Resources</p> <p><b>Need:</b> According to a review of various academic achievement measures, our unduplicated students score disproportionately lower than their peers. For example, on the most recent CAASPP, our unduplicated students scored 14% lower than students that are not unduplicated in English Language Arts. In Mathematics, our unduplicated students scored 12% lower than students that are not unduplicated. When the data is reviewed by Distance From Standard, our unduplicated students were two times further from meeting grade level standards than students that were not unduplicated in English Language Arts. Our unduplicated students scored -64.3 points below standard compared to -32.3 for students that are not unduplicated. In Mathematics, unduplicated students scored -106.5 points below standard, compared to -73.9 for students that are not unduplicated. These results indicate that our unduplicated students, which make up almost 90% of our current enrollment, need additional resources to</p>	<p>In order to determine whether or not evidence based instructional practices are being fully implemented, the District needs to provide supplemental staff and resources to support developing a consistent process to monitor implementation and protocols to analyze the impact of implementation on student outcomes. This action will increase and improve services for unduplicated students because it will enable staff to have early data indicators to provide additional support to unduplicated students. This action will assist SJUSD in improving outcomes and in reaching goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	<p>ELA CAASPP (Metrics 1.1, 1.2) Math CAASPP (Metrics 1.5, 1.6) College and Career Indicator (CCI) (Metric 1.9) English Learner Progress Indicator (ELPI) (Metric 1.12) California Science Test (CAST)</p>



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	<p>support frequent and ongoing progress monitoring to identify and determine specific evidence based strategies for teachers to implement.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.13</b></p>	<p><b>Action:</b> Foundational literacy support, including dyslexia</p> <p><b>Need:</b> A review of our most recent California Assessment of Student Progress and Performance (CAASPP) indicates that only 30% of students in grades 3-8 and 11 demonstrate proficiency in English Language Arts. Only 4% of English Learners, 6.1% of Foster Youth and 7.4% of Students with Disabilities meet grade level expectations.</p> <p>According to our most recent local data, 65% of students in grades K-2, 30% of students in grades 3-5 and 15% of students in grades 6 -8 still need support with foundational reading skills. SJUSD's local assessments indicate over 65% of students in all grade levels demonstrate they still need support with vocabulary and comprehension. Unduplicated students underperform when compared with their peers. All of this data identifies a need to better support the development foundational reading skills, especially for underperforming designated student groups.</p>	<p>In order to improve the percentage of unduplicated students that demonstrate proficiency in foundational reading skills, the District will provide supplemental curriculum, materials and resources to support quality first instruction. Additionally, the District will support supplemental and intensive strategies to accelerate the development of foundational reading skills for students in upper grade levels. Offering supplemental and intensive strategies for foundational reading skills will increase and improve services for unduplicated students and will enable outcomes to improve. This action will assist SJUSD in meeting goal1.</p> <p>Providing foundational literacy and dyslexia support district-wide is critical to systematically addressing the reading proficiency gap, aiming to elevate the literacy levels of every student to meet state academic standards.</p>	<p>iReady Diagnostic Assessment (Metric 1.4) ELA CAASPP (Metrics 1.1, 1.2)</p>

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>1.14</b></p>	<p><b>Action:</b> Intervention and credit recovery</p> <p><b>Need:</b> According to our most recent college and career levels and measures report, 31.2% of all students are prepared, 21.5% are approaching prepared and 47.2% are not prepared. There is an opportunity gap when looking at unduplicated students, 12.1% of English Learners were prepared, 18.2% of Foster students were prepared, 11.5% of homeless students were prepared, and 30.2% of Socioeconomically disadvantaged students were prepared for college and career. Deeper analysis of the data indicates that while 91.5% of all students graduated, 85.1% of English Learners graduated and 79.4% of homeless students graduated. These multiple data points indicate that there is a need for this action and unduplicated students need additional interventions and credit recovery options that occur separate from their primary classroom.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In order to meet the needs of our unduplicated students that are not able to demonstrate grade level proficiency through their primary classroom or initial instruction, the District will provide additional opportunities through supplemental intervention programs, courseware and extended learning time that occurs during intersession or the summer program. The programs and extended learning time will be provided throughout the District. This action will increase and improve services for unduplicated students by providing students access to opportunities to close the credit gap at the high school level, which will ultimately improve graduation rates and A-G rates. This action will assist SJUSD in meeting goal 1.</p> <p>This action item is provided district-wide because only 31.2% of all of SJUSD are college and career ready. Although the district expects to see this action item increase college and career indicators for unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p>	<p>College and Career Indicator (CCI) (Metric 1.9) College and Career Levels and Measures Report</p>
<p><b>1.16</b></p>	<p><b>Action:</b> Evidence based strategies for designated student groups in the red</p>	<p>The District will identify and provide professional development on specific evidence based strategies to embed within Quality First Instruction</p>	<p>ELA CAASPP (Metrics 1.1, 1.2)</p>

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	<p><b>Need:</b> According to the 2023 California School Dashboard Homeless students and Foster students were identified as performing in the red, which is the lowest performance level, in English Language Arts and Mathematics. This indicates that the District needs to identify and provide specific evidence based strategies that support increased student achievement for these designated student groups. This data justifies the need for more evidence based strategies to support unduplicated students. Students and parents/guardians requested that more support be provided to students who are struggling academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>that will focus on improving academic outcomes for our unduplicated student groups that performed in the red, or lowest performing rating, based on the 2023 California School Dashboard. This action will increase and improve services for unduplicated students because unduplicated students will benefit from receiving evidence based high quality instructional academic support. This action will help improve academic outcomes and assist SJUSD in reaching goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p>	<p>Math CAASPP (Metrics 1.5, 1.6)</p>
<p>2.1</p>	<p><b>Action:</b> Implement a Multi-Tiered Attendance Plan</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on chronic absenteeism data. According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, homeless students had a 63.6% chronic absentee rate (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. The chronic absenteeism rates highlight the need for Multi-</p>	<p>By implementing a comprehensive Multi-Tiered attendance plan this action will improve services to support unduplicated students by adding another layer of support for unduplicated students. The plan will prioritize attendance supports for unduplicated students. This action will enable students who are English Learners, Long-Term English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged and their families to receive tier 1, tier 2, and tier 3 attendance supports and help remove barriers to attendance. This action will enable students who are English Learners, Long-Term English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged who struggle with attendance to receive an individualized</p>	<p>Chronic Absenteeism-- Metric 2.9(Schoolzilla, A2A, CA Dashboard)</p>

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	<p>Tiered support for attendance to address the barriers to attendance. Socioeconomically Disadvantaged students, Homeless students, English Learners, and Foster Youth students and families have expressed the need to provide additional supports for students who are dealing with various barriers to attendance such as trauma, transportation, lack of basic needs, etc. Parents/Guardians expressed the importance of maintaining on-going communication regarding supporting attendance and the need for workshops on the importance of attendance. By having the A2A data system district attendance specialist, site attendance clerks, and school leaders will be able to increase communication with families of students who are absent, as well as use the data to drive attendance support plans. Students indicated that attendance incentives provides motivation for students to reach their attendance goals.</p> <p><b>Scope:</b> LEA-wide</p>	<p>attendance plan that provides positive reinforcement for increasing attendance. By offering a data tracking system to monitor SJUSD's attendance system district and school site leaders will be enabled to progress monitor the attendance of unduplicated students, as well as enable sites to examine attendance data to drive their attendance interventions. Having a comprehensive Multi-Tiered Attendance plan will help close the attendance gaps for SJUSD's unduplicated students. This action will help improve attendance for unduplicated students.</p> <p>This action is being provided district-wide because SJUSD still has room to decrease the overall percentage of chronic absenteeism and although the actions are targeted to unduplicated students, SJUSD believes these actions will benefit all students.</p>	
2.2	<p><b>Action:</b> Implement a Comprehensive School Counseling Program</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for</p>	<p>By providing unduplicated students school counselors, students will have access to a comprehensive school counseling program. This action will enable English Learners, Homeless students, Socioeconomically Disadvantaged students, and Foster students to have increased and improved services because targeted interventions will be developed to support English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged students at risk of chronic absenteeism, behavior concerns,</p>	<p>Chronic Absenteeism-Metric 2.9(Schoolzilla, Panorama, CA Dashboard), Graduation Rates (Metric 2.8) and SEL Survey</p>

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	<p>chronic absences, homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Additionally, Estudillo Elementary School is in the red for having Socioeconomically Disadvantaged Students and English Learners having high chronic absenteeism rates. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). San Jacinto High School has English Learners and Homeless students identified in the red (lowest performance level for suspensions). According to 2023 CA Dashboard English Learners had a disproportionate graduation rate of 85.1% which demonstrates a need for this action. The Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. Socioeconomically Disadvantaged students, Homeless Students, English Learners, and Foster Youth students and families have expressed the need to provide additional supports for students who are dealing with various barriers that impact attendance, grades, behavior, and social/emotional well-being such as trauma, transportation, and lack of resources. Parents/Guardians and students expressed the importance of having school</p>	<p>academic concerns, and support student well-being. The school counseling program will assist in identifying barriers that SJUSD's unduplicated students may have by ensuring that they have supports to reach their full potential.</p> <p>Having school counselors for Foster students, English Learners, and Socioeconomically Disadvantaged students is vital for various reasons. These counselors offer tailored support to address the unique challenges these groups face, advocate for their needs within the education system, build trusting relationships to provide stability, offer culturally responsive assistance, and contribute to promoting equity and inclusion in schools. This action will help SJUSD reach the goal of increasing student engagement and improving attendance, behavior, and social/emotional outcomes for unduplicated students.</p> <p>Providing this action district-wide ensures all students receive access to a comprehensive school counseling program and is critical to systematically supporting students in the academic, college/career, and social/emotional/behavior domains to ensure that each student graduate college and career ready.</p>	

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	<p>counselors to provided a multi-tiered supports for students and families.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.4</b></p>	<p><b>Action:</b> Implement PBIS and Provide Tiered Behavior Supports</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and homeless students had a 5.9% suspension rate (CA Dashboard). According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. This action will provide unduplicated students access to a broad course of student and connect them to a positive activity to increase</p>	<p>This action will help SJUSD reach the goal of increasing student engagement and improving behavior, and social/emotional outcomes for unduplicated students. This action will increase and improve services for unduplicated students by providing additional support to Homeless students, Socioeconomically Disadvantaged students, Foster students, and English Learners. Implementing PBIS and providing behavior supports for foster students, English Learners, and Socioeconomically Disadvantaged students provides a systematic approach to promoting positive behavior, creating equity and inclusion, building relationships and trust, and improving academic outcomes within the school environment. Specifically, this action will help improve behavior and social/emotional outcomes.</p> <p>Providing this action district-wide is critical because it will continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional and behavior domains to ensure that each student reach their full potential.</p>	<p>Behavior Incidents, Suspensions (Metric (2.3) (Schoolzilla, Panorama Student Success Platform)</p>



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	<p>belonging. Staff, parents and students expressed the need for behavior support for students struggling with behavior. Unduplicated students have expressed the struggles they have experienced with trauma and how that can impact behavior and grades.</p> <p><b>Scope:</b> LEA-wide</p>		
2.5	<p><b>Action:</b> Implement a Comprehensive Parent/Family Engagement Plan</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and socioeconomically disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, homeless students had a</p>	<p>This action will improve and increase services for SJUSD's unduplicated students by providing parents/families of unduplicated students more opportunities to engage with the educational system and receive the support and resources. Implementing a comprehensive parent/family engagement plan for foster students, English Learners, and Socioeconomically Disadvantaged students is vital for enhancing academic achievement, supporting holistic development, building partnerships, promoting cultural understanding, empowering advocacy, and fostering equity and inclusion within the education system. By involving parents and families in their children's education, schools can improve academic outcomes, address social, emotional, and behavioral needs, establish support networks, foster cultural appreciation, empower advocacy efforts, and work towards creating a more equitable learning environment for all students. This action will assist SJUSD in increasing student engagement and in improving metrics such as the parent/family survey.</p>	Parent/Family Survey



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	<p>63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. The Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. Parents/Guardians and staff have indicated the need to improve parent/family communication, strengthen the relationship and engagement with parents/families. By having unduplicated parents/families more engaged with the educational system the district will be able to provide support to parents/guardians and identify barriers to help improve unduplicated student's attendance, behavior, and academics. This data demonstrates the need for this action.</p>	<p>Providing this action district-wide will ensure that all parents/guardians receive consistent and comprehensive support and communication which will ultimately benefit all students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.6</b></p>	<p><b>Action:</b> Deans and Elementary Assistant Principals</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. The Spring</p>	<p>Assistant Principals and Deans will increase and improve services for unduplicated students by establishing positive and inclusive school culture that promotes respect, empathy, and belonging for all students. Assistant principals and Deans are dedicated to school safety and fostering a positive, inclusive culture which is important for ensuring physical safety, preventing bullying and harassment, supporting social and emotional well-being, fostering equity and inclusion, and building relationships and trust within the school community. This action increases services to unduplicated students because the Assistant Principals and Deans will provide targeted interventions for students struggling with attendance and behavior.</p> <p>This action will assist SJUSD in increasing student engagement and in improving behavior and attendance metrics.</p> <p>Providing this action district-wide is critical because this action will continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional academic, attendance, and behavior domains to ensure that each student reach their full potential.</p>	<p>Behavior Incidents, Suspensions (Metric 2.3), chronic absenteeism (Metric 2.9)- (Schoolzilla, Panorama Student Success Platform)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorable. SJUSD will fund this action to support unduplicated students in feeling safe and to develop positive relationships with students, Assistant Principals and Deans help increase school safety and ensure that there is a positive culture/climate on campus that nurtures and supports students. Many of our unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus and the importance of having a positive and inclusive culture/climate on campus.</p> <p><b>Scope:</b> LEA-wide</p>		
2.7	<p><b>Action:</b> Implement Equity Plan</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically</p>	<p>Implementing the Equity Plan will increase services to Foster, Homeless, English Learners, and Socioeconomically Disadvantaged students by addressing the identified needs, focusing on equitable practices throughout the organization and ensuring these specific student groups have access to a high quality instructional program that engages them with their learning environment. By providing a Director of Equity and secretary this enables an increase in cultural proficiency and a reduction in the opportunity gaps seen in the outcomes for these student groups. SJUSD's equity goals include, but are not limited to the following: offering continued professional</p>	<p>Behavior, Chronic Absenteeism (Metric 2.9), student survey (schoolzilla, panorama)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. Students, Staff, and Parents/Guardians have expressed the need for more training on cultural proficiency and trauma informed approaches to support unduplicated students and families.</p> <p><b>Scope:</b> LEA-wide</p>	<p>development on cultural proficiency and trauma informed practices through an equity lens, examine policies and procedures to ensure that policies are inclusive and reduce barriers to learning, support each school site's equity task force team as they continue to work on site specific closing the gap goals to reduce disproportionality in behavior and chronic absenteeism. SJUSD recognizes that the vehicle to ensure that equity occurs is by having a strong Multi-Tiered System of Support. This action item also works on increasing student voice for unduplicated students. By continuing to offer a District Equity Steering Committee that includes students, families, staff, and community members we can ensure that we are listening to the feedback from students, as well as continuing to offer student focus groups as another opportunity to increase student voice. As Foster Youth, Homeless, English Learners, and Socioeconomically Disadvantaged students are immersed into an equitable educational environment, one that plans for and supports access to rigorous and high-quality experiences SJUSD will continue to see the opportunity gaps close. Foster Youth, English Learners, Socioeconomically Disadvantaged, and Homeless students will be more engaged with their educational program and decrease their suspension and chronic absenteeism rates overall. Finally, local climate survey indicators will determine an increase in student engagement and connectedness. This action will assist SJUSD in increasing student engagement and in improving behavior and attendance metrics.</p>	

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		<p>Providing this action item district-wide is critical to systematically addressing the opportunity gaps in SJUSD. Implementing the district's equity plan will benefit all students in closing opportunity gaps and helping all students reach their full potential.</p>	
<p><b>2.8</b></p>	<p><b>Action:</b> Social Emotional Learning Curriculum</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged</p>	<p>Purchasing SEL curriculum and implementing the curriculum at a tier 1 and 2 level will enable unduplicated students to increase their skills. This action will improve services for unduplicated students by providing students with foundational skills, as well as enable English Learners, Socioeconomically Disadvantaged students, homeless students and Foster Youth students to receive supplemental support. The SEL curriculum can also be provided as a tier 2 intervention that will assist in supporting the social, emotional and behavior of unduplicated students.</p> <p>Social Emotional Learning competencies are the 21st century skills that students need to have. According to CASEL (2024) by improving student's SEL competencies students academics, behaviors, and social skills will improve. This action will assist SJUSD in increasing student engagement and in improving behavior and social emotional learning metrics for unduplicated students.</p> <p>Providing this action district-wide enables SJUSD to continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional domain by providing all students with these important and life-long skills.</p>	<p>Behavior, Suspensions (Metric 2.3), SEL Student Survey (Schoolzilla, Panorama)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students had a 4.5% dropout rate. Upon examining the student survey for social emotional learning in core competencies there is room for growth. The three lowest scores on the SEL student survey for 3rd -5th grade are the following: Emotional Regulation (46%), Self-Efficacy (47%) and Growth Mindset (51%). For students in grades 6-12 the following are the lowest SEL competencies: Self Efficacy (40%), Social Perspective Taking (41%), and Growth Mindset (43%) (Spring 2024 Panorama Student Survey). According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. Based on student feedback unduplicated students requested more access to social emotional learning and identified the importance of developing SEL skills. Students and Parents/Guardians have expressed the need for social emotional learning as well.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.9</b></p>	<p><b>Action:</b> Provide Social/Emotional Well-Being Support</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following:</p>	<p>Foster Youth, Homeless students, English Learners and Socioeconomically Disadvantaged students will have a variety of mental health services available to them provided by the educational therapists and school psychologist which include and is not limited to individual counseling/therapy, small group interventions, school wide mental health prevention activities, as</p>	<p>Behavior, Student SEL Survey (Schoolzilla, Panorama)</p>



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	<p>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Upon examining the student survey for social emotional learning in core competencies there is room for growth. The three lowest scores on the SEL student survey for 3rd -5th grade are the following: Emotional Regulation (46%), Self-Efficacy (47%) and Growth Mindset (51%). For students in grades 6-12 the following are the lowest SEL competencies: Self Efficacy (40%), Social Perspective Taking (41%), and Growth Mindset (43%) (Spring 2024 Panorama Student Survey). Students, Staff, and Parents/Guardians have expressed</p>	<p>well as access to SJUSD’s virtual wellness center which has community resources, coping strategies, and family resources available in the community that provide mental health services to students and their families. The services in this action are integral to the well-being and success of students within the school environment. By providing crucial mental health support and interventions, they address a wide range of issues such as anxiety, depression, trauma, and behavioral challenges, enabling unduplicated students to overcome obstacles that may hinder their academic achievement and social development. Beyond crisis intervention and individual counseling, these support providers contribute to the creation of a positive and inclusive school climate by fostering healthy coping mechanisms, promoting emotional resilience, and enhancing social skills. Their collaborative efforts with families and school staff ensure that unduplicated students receive comprehensive support tailored to their individual needs, ultimately contributing to a safer, more supportive, and nurturing learning environment where all students can thrive academically, socially, and emotionally. By addressing these specific student engagement needs through a Multi-Tiered System of Supports, English Learners, Foster Youth students, Homeless students, and Socioeconomically Disadvantaged students will be more engaged with their educational program and decrease their chronic absenteeism rates, behavior, and increase their social emotional learning competencies.</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the need for social emotional well-being support. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. Unduplicated students identified social/emotional well-being as a barrier to learning.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing this action district-wide enables SJUSD to continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional and behavior domains by providing all students with these important and life-long skills.</p>	
<p><b>2.11</b></p>	<p><b>Action:</b> Positive Culture/Climate and Safety</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate,</p>	<p>This action will increase and improve services for unduplicated students by establishing positive and inclusive school culture that promotes respect, empathy, and belonging for all students. These positions are dedicated to school safety and fostering a positive, inclusive culture which is important for ensuring physical safety, preventing bullying and harassment, supporting social and emotional well-being, fostering equity and inclusion, and building relationships and trust within the school community. This action will assist SJUSD in increasing student engagement and in improving behavior and the school climate metrics.</p> <p>Providing this action item district-wide ensures all students receive a consistent positive culture and climate that is safe and inclusive. This action will benefit all students across the district.</p>	<p>Behavior, Suspensions (Metric 2.3), Student Climate Survey (Schoolzilla, Panorama)</p>

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	<p>Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorably. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. SJUSD will fund this action to support unduplicated students in feeling safe, increase the sense of belonging, and to develop positive relationships with students, the Safety Officer, Campus Aides, Noon-Duty Aides, and Campus Security help increase school safety and ensure that there is a positive culture/climate on campus that nurtures and supports students. Many of our unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus, feeling safe on campus, and the importance of having a positive and inclusive culture/climate on campus.</p> <p><b>Scope:</b> LEA-wide</p>		
2.12	<p><b>Action:</b> District Nurses</p> <p><b>Need:</b></p>	<p>School nurses serve a critical role in ensuring the health and well-being of students within the school setting. With their specialized training in pediatric healthcare, they provide essential medical care,</p>	<p>Student Culture Climate Survey(Panorama)</p>

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	<p>The specific need, conditions and circumstances for this action is based on the following:</p> <p>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard).</p> <p>Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. District Nurses help ensure that unduplicated student's medical needs are addressed and contribute to a positive culture/climate on campus that nurtures and supports students. Many of our unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus and the importance of having a positive and inclusive culture/climate on campus.</p>	<p>health education, and support services to students, addressing a wide range of health concerns from minor injuries and illnesses to chronic conditions and mental health issues. School nurses also play a vital role in promoting preventive care, conducting health screenings, administering medications, and managing emergencies, thereby safeguarding students' physical health and facilitating their academic success. Beyond immediate medical needs, school nurses improve services for unduplicated students by collaborating with families, educators, and healthcare providers to develop individualized health plans and support students' overall development and learning. By promoting a healthy and safe school environment, school nurses contribute to the holistic well-being of students, fostering a foundation for lifelong health and success.</p> <p>By providing district nurses this enables all students to have access to a nurse and health services. This district-wide action will benefit all students by promoting health and wellness.</p>	

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.14</b></p>	<p><b>Action:</b> Public Information Officer</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, foster youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Parents/Guardians and staff have indicated</p>	<p>This action will improve and increase services for SJUSD's unduplicated students by providing parents/families of unduplicated students more opportunities to engage with the educational system and receive the support and resources. Implementing a comprehensive parent/family engagement plan for Foster students, English Learners, and Socioeconomically Disadvantaged students is vital for enhancing academic achievement, supporting holistic development, building partnerships, promoting cultural understanding, empowering advocacy, and fostering equity and inclusion within the education system. By involving parents and families in their children's education, schools can improve academic outcomes, address social, emotional, and behavioral needs, establish support networks, foster cultural appreciation, empower advocacy efforts, and work towards creating a more equitable learning environment for all students. By ensuring there are multiple modes of communication this action will assist SJUSD in increasing student engagement and in improving communication. This action will assist SJUSD in increasing student engagement and in improving parent/family metrics.</p> <p>This district-wide action item aims at increasing parent/guardian/family engagement and communication. By systemically implementing a communication plan all educational partners will benefit from this action.</p>	<p>Parent/Family Survey(Panorama)</p>

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	<p>the need to improve communication, strengthen the relationship and engagement with parents/families. This data demonstrates the need for this action.</p> <p><b>Scope:</b> LEA-wide</p>		
2.15	<p><b>Action:</b> Support Implementation of the Building Assets Reducing Risks (BARR)</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%.</p>	<p>The BARR program in high school can contribute significantly to unduplicated students' overall well-being, academic achievement, and future success, while also reducing the likelihood of engaging in risky behaviors. This program will increase and improve services for unduplicated students by providing another system of progress monitoring to ensure that students do not slip through the cracks and are progress monitored to get the support they need to be successful in 9th grade. This action will assist SJUSD in reaching goal 2.</p> <p>By offering a program that strengthens support for ninth graders, all students will benefit.</p>	9th grade failure rate, Aeries, Student Survey (panorama)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. 9th grade unduplicated students have expressed the importance of receiving additional academic support.</p> <p><b>Scope:</b> Schoolwide</p>		
3.1	<p><b>Action:</b> Coaching and Support for New Teachers</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students</p>	<p>Priority 1 Basic Services (Conditions of Learning) Through mentoring, professional development, feedback, and support, NET coaches empower teachers to excel in their profession and make a positive impact on unduplicated student learning outcomes. This action will increase and improve services to unduplicated students because the NET TOSAs will provide additional training on high quality first instruction practices inclusive of strategies to support unduplicated students. This action will assist SJUSD in reaching goal 3 by ensuring basic services are provided to ensure conditions for learning are up to par.</p> <p>The district expects to see improved student achievement in English Language Arts and Math as measured by CAASSPP scores and improved behavior incidents. This action will not only benefit</p>	Rate of teacher misassignment (Metric 3.1), ELA and Math scores (Metrics 1.2, 1.6), Behavior Incidents

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	<p>were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Unduplicated Students and Parents/Guardians have expressed the need to provide additional training and support for teachers to help improve instructional practices and classroom behavior management. The data represents the need to structure and provide learning experiences that directly impact students' academic outcomes.</p>	<p>unduplicated students, but will also benefit all students across the district.</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.2</b></p>	<p><b>Action:</b> Provide a District Librarian and Library Media Technicians.</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students</p>	<p>Priority 1 Basic Services (Conditions of Learning) This action helps SJUSD meet goal 3 and assists in providing standard-aligned curriculum and in fostering a positive learning environment that is conducive, promoting technology integration, and cultivating a culture of lifelong learning. This action improves services for unduplicated students by ensuring that unduplicated students have access to services provided by the library media technicians and district librarian.</p> <p>This action item is district-wide because all students will benefit by having access to library resources, materials, and media technology that foster literacy.</p>	<p>Implementation of State Standards (Metric 3.4)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. This action helps guides instruction for unduplicated students to learn 21st-century content and skills.</p> <p><b>Scope:</b> LEA-wide</p>		
3.3	<p><b>Action:</b> Provide 21st Century Learning Environments</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points</p>	<p>Priority 1 Basic Services (Conditions of Learning) This action will improve services for unduplicated students because providing 21st century learning environments contributes to creating dynamic, student-centered learning environments that empower students to succeed academically, develop essential skills, and thrive in a rapidly changing world. During focus groups students requested the need for more 21st century learning environments. This action will help SJUSD meet goal 3 and meet the criteria for the Facilities in Good Repair Inspection.</p> <p>This action item is district-wide because all students will benefit from having 21st century learning environments.</p>	Facilities in good repair inspection (Metric 3.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate This action will address the need of providing unduplicated students with the equipment and materials they need to be successful and ensure there is a supportive learning environment.</p> <p><b>Scope:</b></p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.4	<p><b>Action:</b> Provide updated campus and safety features.</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorable. SJUSD will fund this action to support students in feeling safe. During student focus groups students requested that more safety measures be placed on campus to create a safer environment. This action will provide thoughtful allocation of budgets and other resources to achieve desired education outcomes for unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing updated campus and safety measures will increase and improve services for unduplicated students by addressing environmental concerns that will in turn increase the feeling of safety to enable students to learn at optimal levels.</p> <p>This action will assist SJUSD in meeting California's Priority 1 Basic Services (Conditions of Learning) and in reaching goal 3.</p> <p>This action item is district-wide because it will benefit all students across the district in ensuring that all students feel safe and are in a conducive learning environment that will help students reach their full potential.</p>	Facilities in good repair (Metric 3.3)
3.5	<p><b>Action:</b> Provide support to each school to allow for academic field trips</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following:</p>	<p>This action will help SJUSD meet California's Priority 2: State Standards (Conditions of Learning) and reach goal 3. By incorporating field trips into educational programs, schools can provide unduplicated students with transformative learning experiences that broaden their horizons, deepen their understanding of academic subjects, and prepare them for success in an increasingly complex and interconnected world. This will</p>	Student Self Reflection Tool, Course access (Metric 3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged</p>	<p>provide improved and increase services for unduplicated as these opportunities can increase engagement and improve student-staff relationships. This action will help SJUSD to reach goal 3.</p> <p>Providing field-trips district-wide will enable student groups who are not identified as unduplicated students the opportunity to participate in field-trips to help deepen their engagement and connection to school.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. Unduplicated students expressed the importance of having access to hands on learning opportunities provided through field trips.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.6</b></p>	<p><b>Action:</b> Music Opportunities</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic</p>	<p>This action will enable unduplicated students the opportunity to participate in music education which enhances cognitive development, academic achievement, cultural understanding, expressive skills, and creativity. This action also improves services for unduplicated students increasing opportunities to increase protective factors by engaging in a positive activity. This goal will help SJUSD meet California's Priority 2: State Standards (Conditions of Learning) and reach goal 3.</p> <p>Providing music opportunities district-wide will enable student groups who are not identified as unduplicated students the opportunity to participate in music opportunities to help increase their protective factors. This action item will benefit all students and provides a more flexible master schedule to increase more support for students.</p>	<p>Aeries Student Information System - Aeries Analytics, student survey (panorama), Course Access (Metric 3.5)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. This action will provide unduplicated students access to a broad course of study and connect them to a positive activity to increase belonging.</p> <p><b>Scope:</b> LEA-wide</p>		



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	<p><b>Action:</b> Physical Education Opportunities</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1%</p>	<p>This action will enable unduplicated students to have access to a broad course of study. Offering physical education in elementary schools provides numerous benefits for students' physical, mental, and social development. PE classes promote physical fitness, motor skills, teamwork, and lifelong health habits which will help improve and increase services for unduplicated students. This action will help SJUSD reach goal 3. This action also enables elementary schools to develop a master schedule that is conducive to providing multi-tiered supports for unduplicated students who need additional support.</p> <p>This action will assist SJUSD in meeting California's Priority 2: State Standards (Conditions of Learning) and in reaching goal 3.</p> <p>Providing physical education at the elementary level district-wide will enable student groups who are not identified as unduplicated students the opportunity to participate in physical education and health well-being activities. Additionally, this action item will benefit all students since offering PE can facilitate a more flexible master schedule for students.</p>	<p>Aeries Student Information System - Aeries Analytics, student survey (panorama), Course Access (Metric 3.5)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Offering PE courses to elementary unduplicated students enables students to learn about the importance of developing healthy physical fitness routines and the importance of health and wellness.</p> <p><b>Scope:</b> LEA-wide</p>		
3.9	<p><b>Action:</b> Grow Our Own Program</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students</p>	<p>This action item will increase and improve services for unduplicated students because having teacher's aide greatly benefits students in several ways. Firstly, it provides additional support and attention, allowing for more personalized learning experiences tailored to individual student needs. This ensures that struggling unduplicated students receive the help they require to grasp concepts and excel academically. Moreover, with the aide's assistance, the classroom environment becomes more conducive to learning, as they can help manage behavior, facilitate group activities, and ensure a smooth flow of lessons. Additionally, the presence of a teacher's aide allows the primary teacher to focus more closely on instructional delivery, maximizing the effectiveness of lessons. Overall, the presence of a teacher's aide enhances the educational experience for students, fostering</p>	Student Survey (Panorama)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. During student focus groups students and parent/family advisories it was requested to increase diversity of staff and the importance of seeing more teachers that are more representative of the student population. These positions will</p>	<p>a supportive and conducive learning environment that promotes both academic and personal growth. This action helps improve conditions for learning.</p> <p>Providing Grow Our Own Teacher Aide's district-wide will not only benefit unduplicated students, but will help all students feel more connected to their school.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>address the need of providing targeted support to unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.10</b></p>	<p><b>Action:</b> Spanish Teachers</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates</p>	<p>This action will assist SJUSD in meeting goal 3 by providing unduplicated students with access to a broad course of study. This action will increase and improve services to unduplicated students by preparing students for success in a multicultural and multilingual society, equipping them with the skills, knowledge, and perspectives needed to thrive in a diverse world. This action will help SJUSD reach goal 3.</p> <p>This action item is offered district-wide because it will not only help unduplicated students to be prepared for a multicultural and multilingual society but also help all students be prepared for a multilingual society.</p>	<p>Aeries Student Information System - Aeries Analytics, student survey (panorama), Course Assess (Metric 3.5)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. This action will provide unduplicated students access to a broad course of study and connect them to a positive activity to increase belonging.</p> <p><b>Scope:</b> LEA-wide</p>		

## 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
<p><b>1.6</b></p>	<p><b>Action:</b> Supplemental resources to support English Learners</p> <p><b>Need:</b> According to the most recent California school dashboard, 51.2% of English Learners are making progress toward English proficiency, 32.4% maintained the current level and 16.9% decreased at least one performance level. Additionally, when compared to their English only or Reclassified peers, the District's current English Learners scored significantly lower on the English Language Arts assessment at -114.3 points below standard. Lastly, while the District has seen an increase in the number and percentage of English Learners reclassifying over the past three years, there are currently 348 Long Term English Learners (LTEL) and 279 At Risk Long Term English Learners (ARLTEL), which is approximately 35% of our total English Learners. During engagement meetings parents/guardians requested additional support and programs for ELL.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>By providing supplemental staff, the District is able to address the unique needs of our English Learners that other funding sources are not able to provide. This action will increase and improve services for English Learners by providing students with foundational literacy skills and provide students differentiation. Teachers and staff will receive with additional support and professional development on how to best support English Learner. Ultimately this action will assist in improving metrics for English Learners and ensuring that SJUSD reach Goal 1.</p>	<p>English Learner Progress Indicator (ELPI) -(Metric- 1.12) Reclassification Rates-(Metric 1.13)</p>
<p><b>2.3</b></p>	<p><b>Action:</b></p>	<p>By providing a district Foster Youth School Counselor and family/community liaison foster</p>	<p>Chronic Absenteeism (Metric 2.9),behavior</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Provide Additional Support for Foster Youth/McKinney Vento students</p> <p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According the 2023 California Dashboard Foster Youth students had at 36.3% rate for chronic absenteeism, as well as scored -84.4 points below the grade level standard on the Statewide Assessment for English Language Arts, and -141.1 points below the grade level standard on the Statewide Assessment for Math, a 7.8% suspension rate, 36.3% chronic absenteeism, a 91.7% graduation rate. In many cases Foster Youth have experienced trauma that can impact attendance, behavior and achievement. Often there are many resources available to foster students, but students and their families are unaware of how to access the resources. This student group often needs case management services to help ensure they are getting the supports they need. SJUSD Foster Youth students have expressed the importance of having a caring adult to provide additional support.</p> <p><b>Scope:</b></p>	<p>youth students will have the opportunity to receive targeted and intensive support/interventions, case management, and coordination of services to ensure that barriers that prevent students from reaching their full potential are being addressed.</p> <p>The needs, conditions, and circumstances of foster youth, including trauma, instability, educational disruptions, emotional and behavioral challenges, navigating the foster care system, and transitioning to adulthood, justify the need for this action. A designated foster youth school counselor and family/community liaison will help provide foster students with the necessary support and resources to succeed academically, socially, and emotionally. This action will help SJUSD reach the goal of increasing student engagement and improving attendance, behavior, and social/emotional outcomes for unduplicated students.</p>	<p>incidents, graduation rates (Metric 2.8)- (Schoolzilla, Panorama, CA Dashboard)</p>
3.8	<p><b>Action:</b> Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.</p>	<p>Access to school field trips, school supplies, and enrichment activities provides invaluable benefits to Foster Youth and Homeless students. This action improves and increases services to Foster and Homeless students by providing these</p>	<p>Student Survey (Panorama), Course Access (Metric 3.5)</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The specific need, conditions and circumstances for this action is based on the following: According to the 2023 CA Dashboard at data for Foster Youth students, they scored -84.4 points below the standard English Language Arts and -141.1 points below the standard for math. Foster Youth had a 36.3% rate for chronic absences, a 3% suspension rate, foster youth had a 7.8% suspension rate, and a 91.7% graduation rate. Homeless students scored -89.4 points below the standard for English Language Arts and 129 points below the standard for math. Homeless students had a 63.6% chronic absenteeism rate, a 5.9% suspension rate, and 79.4% graduation rate. Homeless students and Foster Youth students requested access to more field trips and enjoy the enrichment activities that are offered by the district.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>opportunities students are able to have a sense of normalcy and belonging, allowing them to engage in experiences that their peers may take for granted. Field trips expose students to new environments, cultures, and experiences, broadening their horizons and stimulating their curiosity. School supplies ensure homeless and Foster Youth students have the tools necessary for academic success, boosting their confidence and sense of preparedness. Enrichment activities and programs offer outlets for self-expression, social interaction, and skill development, fostering a sense of identity and belonging within the school community. Overall, these resources play a crucial role in mitigating the challenges these students face, empowering them to thrive academically, socially, and emotionally. This action will help SJUSD reach goal 3 and improve conditions for learning.</p>	

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

### **Additional Concentration Grant Funding**

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

All schools in SJUSD have an Unduplicated Pupil Percentage above 55%, therefore these actions are being deployed to all schools in the district. The additional concentration grant add-on funding was used to increase the number of staff providing direct services to students at schools with a high concentration of Foster Youth, English Learners, and Socioeconomically Disadvantaged include the following positions: Resident Guest Teachers (Goal 1, Action Number 1.10), SJLA, Hyatt WLA, and SJTI FTEs (Goal 1, Action Number 1.5), Campus Security at secondary level (Goal 2, Action Item 2.11), Noon Duty/Crossing Guards (Goal 2, Action Item 2.11).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	29.65:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16.19:1

# 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	\$106,850,200	\$41,486,261	38.827%	0.000%	38.827%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$48,181,446.00	\$4,426,578.00	\$0.00	\$824,565.00	\$53,432,589.00	\$45,722,922.00	\$7,709,667.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental materials and resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$525,000.00	\$525,000.00				\$525,000.00	
1	1.2	Supplemental Educational Technology Software Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$814,982.00	\$814,982.00				\$814,982.00	
1	1.3	Supplemental Programs and Staff to improve college and career readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$661,696.00	\$564,600.00	\$1,226,296.00				\$1,226,296.00	
1	1.4	Career Technical Education Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,272,985.00	\$749,436.00	\$1,776,406.00			\$246,015.00	\$2,022,421.00	
1	1.5	Non-traditional Educational Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Edward Hyatt World Language Academy San Jacinto Leadership Academy San Jacinto Technology Institute San Jacinto Middle	Ongoing	\$11,863,549.00	\$0.00	\$11,863,549.00				\$11,863,549.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							College High School									
1	1.6	Supplemental resources to support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$1,122,967.00	\$30,000.00	\$925,340.00			\$227,627.00	\$1,152,967.00	
1	1.7	Curriculum Teachers on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$690,656.00	\$0.00	\$690,656.00				\$690,656.00	
1	1.8	Special Education Teachers on Special Assignment (TOSA)	Students with Disabilities	No			All Schools	ongoing	\$347,472.00	\$0.00		\$347,472.00			\$347,472.00	
1	1.9	Professional growth opportunities through specialized conferences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$325,000.00	\$325,000.00				\$325,000.00	
1	1.10	Support job embedded professional development rotations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,814,560.00	\$0.00	\$2,814,560.00				\$2,814,560.00	
1	1.11	Extra duty to support professional growth activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$720,000.00	\$0.00	\$720,000.00				\$720,000.00	
1	1.12	Assessment and Data Analysis Support and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,017,758.00	\$1,053,481.00	\$2,071,239.00				\$2,071,239.00	
1	1.13	Foundational literacy support, including dyslexia	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$450,000.00	\$450,000.00				\$450,000.00	
1	1.14	Intervention and credit recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$261,185.00	\$146,353.00	\$407,538.00				\$407,538.00	
1	1.15	Additional Leadership Coaching and Support	Students with Disabilities	No			Specific Schools: De Anza Elementary School	ongoing	\$0.00	\$172,000.00	\$0.00			\$172,000.00	\$172,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Megan Cope Elementary School Mountain Heights Academic Mountain View High School Park Hill Elementary San Jacinto Elementary San Jacinto High School									
1	1.16	Evidence based strategies for designated student groups in the red	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
2	2.1	Implement a Multi-Tiered Attendance Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$541,538.00	\$375,000.00	\$916,538.00				\$916,538.00	
2	2.2	Implement a Comprehensive School Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,914,226.00	\$0.00	\$2,914,226.00				\$2,914,226.00	
2	2.3	Provide Additional Support for Foster Youth/McKinney Vento students	Foster Youth, Homeless	No			All Schools	ongoing	\$178,923.00	\$0.00				\$178,923.00	\$178,923.00	
2	2.4	Implement PBIS and Provide Tiered Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$971,470.00	\$30,000.00	\$1,001,470.00				\$1,001,470.00	
2	2.5	Implement a Comprehensive Parent/Family Engagement Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,878,143.00	\$80,000.00	\$1,958,143.00				\$1,958,143.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Deans and Elementary Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,798,377.00	\$0.00	\$1,798,377.00				\$1,798,377.00	
2	2.7	Implement Equity Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$352,863.00	\$130,000.00	\$482,863.00				\$482,863.00	
2	2.8	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$63,609.00	\$63,609.00				\$63,609.00	
2	2.9	Provide Social/Emotional Well-Being Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,701,287.00	\$0.00	\$1,531,245.00	\$2,170,042.00			\$3,701,287.00	
2	2.10	African American Student Enrichment Activities	African American Students	No			All Schools	ongoing	\$0.00	\$51,000.00	\$51,000.00				\$51,000.00	
2	2.11	Positive Culture/Climate and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,838,020.00	\$8,000.00	\$4,846,020.00				\$4,846,020.00	
2	2.12	District Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$852,575.00	\$0.00	\$852,575.00				\$852,575.00	
2	2.13	Activities to promote inclusivity of SWD	Students with Disabilities	No			All Schools	ongoing	\$0.00	\$58,000.00	\$58,000.00				\$58,000.00	
2	2.14	Public Information Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$199,884.00	\$0.00	\$199,884.00				\$199,884.00	
2	2.15	Support Implementation of the Building Assets Reducing Risks (BARR)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$304,759.00	\$7,500.00	\$312,259.00				\$312,259.00	
3	3.1	Coaching and Support for New Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$670,925.00	\$0.00	\$670,925.00				\$670,925.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Provide a District Librarian and Library Media Technicians.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,240,624.00	\$0.00	\$1,240,624.00				\$1,240,624.00	
3	3.3	Provide 21st Century Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$395,000.00	\$395,000.00				\$395,000.00	
3	3.4	Provide updated campus and safety features.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$630,000.00	\$630,000.00				\$630,000.00	
3	3.5	Provide support to each school to allow for academic field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$395,000.00	\$395,000.00				\$395,000.00	
3	3.6	Music Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,095,731.00	\$0.00	\$1,095,731.00				\$1,095,731.00	
3	3.7	Physical Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$963,985.00	\$135,000.00	\$1,098,985.00				\$1,098,985.00	
3	3.8	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
3	3.9	Grow Our Own Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$85,171.00	\$0.00	\$85,171.00				\$85,171.00	
3	3.10	Spanish Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$833,235.00	\$0.00	\$833,235.00				\$833,235.00	
4	4.1	Film/Media CTE Courses	All	No			Specific Schools: Mountain View High School	ongoing	\$51,730.00	\$0.00		\$51,730.00			\$51,730.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Supplies for CTE Course	All	No			Specific Schools: Mountain View High School	ongoing	\$0.00	\$4,817.00		\$4,817.00			\$4,817.00	0
4	4.3	Registered Pre-Apprenticeship	All	No			Specific Schools: Mountain View High School	ongoing	\$0.00	\$9,389.00		\$9,389.00			\$9,389.00	0
4	4.4	Licensed Vocational Nurse	All	No			Specific Schools: Mountain View High School	ongoing	\$94,493.00	\$0.00		\$94,493.00			\$94,493.00	00
5	5.1	Provide a Film/Media Career Technical Education Courses/Pathway	All	No			Specific Schools: Mountain Heights Academy	ongoing	\$51,729.00	\$0.00		\$51,729.00			\$51,729.00	00
5	5.2	Supplies for the Film/Media CTE Pathway	All	No			Specific Schools: Mountain Heights Academy	ongoing	\$0.00	\$59,650.00		\$59,650.00			\$59,650.00	00
5	5.3	Registered Pre-Apprenticeship	All	No			Specific Schools: Mountain Heights Academy	ongoing	\$0.00	\$64,223.00		\$64,223.00			\$64,223.00	00
6	6.1	Ed. Tech TOSA	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$153,968.00	\$0.00		\$153,968.00			\$153,968.00	00
6	6.2	Fund a Corwin Consultant	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$0.00	\$16,390.00		\$16,390.00			\$16,390.00	00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.3	Supplemental Support and Resources	All	No			Specific Schools: San Jacinto Technology Institute	ongoing	\$0.00	\$50,252.00		\$50,252.00			\$50,252.00	
7	7.1	Deep Dive into Standards within a Nested Data System	All	No			Specific Schools: Monte Vista Middle School	ongoing	\$236,402.00	\$0.00		\$236,402.00			\$236,402.00	
7	7.2	AVID Professional Learning By Content	All	No			Specific Schools: Monte Vista Middle School	ongoing	\$0.00	\$24,985.00		\$24,985.00			\$24,985.00	
7	7.3	MTSS (Multi-Tiered System of Supports) TOSA	All	No			Specific Schools: Monte Vista Middle School	ongoing	\$123,491.00	\$0.00		\$123,491.00			\$123,491.00	
7	7.4	CTE teacher for robotics/Maker Space	All	No			Specific Schools: Monte Vista Middle School	ongoing	\$130,304.00	\$0.00		\$130,304.00			\$130,304.00	
7	7.5	Learning Support TOSA	All	No			Specific Schools: Monte Vista Middle School	ongoing	\$175,141.00	\$0.00		\$175,141.00			\$175,141.00	
8	8.1	MTSS (Multi-Tiered System of Support) TOSA	All	No			Specific Schools: North Mountain Middle School	ongoing	\$137,327.00	\$0.00		\$137,327.00			\$137,327.00	
8	8.2	Learning Support TOSA	All	No			Specific Schools: North Mountain Middle	ongoing	\$175,141.00	\$0.00		\$175,141.00			\$175,141.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
8	8.3	Bilingual Aide	Newcomers	No			Specific Schools: North Mountain Middle School	ongoing	\$32,784.00	\$0.00		\$32,784.00			\$32,784.00	
9	9.1	Provide a MTSS Specialist (3 years)	All	No			Specific Schools: San Jacinto Elementary	ongoing	\$165,848.00	\$0.00		\$165,848.00			\$165,848.00	
9	9.2	Provide social/emotional learning and behavior support	All	No			Specific Schools: San Jacinto Elementary	ongoing	\$0.00	\$151,000.00		\$151,000.00			\$151,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$106,850,200	\$41,486,261	38.827%	0.000%	38.827%	\$48,072,446.00	0.000%	44.991 %	<b>Total:</b>	\$48,072,446.00
								<b>LEA-wide Total:</b>	\$34,931,298.00
								<b>Limited Total:</b>	\$965,340.00
								<b>Schoolwide Total:</b>	\$12,175,808.00

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	Supplemental materials and resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$525,000.00	
1	1.2	Supplemental Educational Technology Software Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$814,982.00	
1	1.3	Supplemental Programs and Staff to improve college and career readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,226,296.00	
1	1.4	Career Technical Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,776,406.00	
1	1.5	Non-traditional Educational Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edward Hyatt World Language Academy San Jacinto Leadership Academy San Jacinto Technology	\$11,863,549.00	

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 (%)
						Institute San Jacinto Middle College High School		
1	1.6	Supplemental resources to support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$925,340.00	
1	1.7	Curriculum Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$690,656.00	
1	1.9	Professional growth opportunities through specialized conferences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,000.00	
1	1.10	Support job embedded professional development rotations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,814,560.00	
1	1.11	Extra duty to support professional growth activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$720,000.00	
1	1.12	Assessment and Data Analysis Support and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,071,239.00	
1	1.13	Foundational literacy support, including dyslexia	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,000.00	
1	1.14	Intervention and credit recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$407,538.00	
1	1.16	Evidence based strategies for designated student groups in the red	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.1	Implement a Multi-Tiered Attendance Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$916,538.00	
2	2.2	Implement a Comprehensive School Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,914,226.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Implement PBIS and Provide Tiered Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,001,470.00	
2	2.5	Implement a Comprehensive Parent/Family Engagement Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,958,143.00	
2	2.6	Deans and Elementary Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,798,377.00	
2	2.7	Implement Equity Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$482,863.00	
2	2.8	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,609.00	
2	2.9	Provide Social/Emotional Well-Being Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,531,245.00	
2	2.11	Positive Culture/Climate and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,846,020.00	
2	2.12	District Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$852,575.00	
2	2.14	Public Information Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$199,884.00	
2	2.15	Support Implementation of the Building Assets Reducing Risks (BARR)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$312,259.00	
3	3.1	Coaching and Support for New Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$670,925.00	
3	3.2	Provide a District Librarian and Library Media Technicians.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,240,624.00	
3	3.3	Provide 21st Century Learning Environments	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$395,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	Provide updated campus and safety features.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$630,000.00	
3	3.5	Provide support to each school to allow for academic field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$395,000.00	
3	3.6	Music Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,095,731.00	
3	3.7	Physical Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,098,985.00	
3	3.8	Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$40,000.00	
3	3.9	Grow Our Own Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,171.00	
3	3.10	Spanish Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$833,235.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$54,769,675.00	\$54,349,970.00

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	Learning Data	Yes	\$587,024	\$575,431
1	1.2	Standards and Skills Activities and Materials	No	\$0	\$0
1	1.3	Research Based Strategies and Professional Learning	No	\$0	\$0
1	1.4	Curriculum	Yes	\$1,257,638	\$1,643,202
1	1.5	Direct Student Support	Yes	\$386,325	\$513,834
1	1.6	Targeted Academic Support for English Learners	Yes	\$817,787.00	\$646,094
1	1.7	Targeted Academic Support for Students with Disabilities	No	\$0	\$0
1	1.8	Educational Technology 21st Century Learning Environments* (*change in title for 2023-24)	Yes	\$3,255,000	\$2,263,140
1	1.9	Support Positions	Yes	\$15,219,405	\$16,749,526
2	2.1	Provide MTSS Social-Emotional Learning Activities	Yes	\$420,402	\$503,712

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	MTSS Tiered Student Behavior Support	Yes	\$684,585	\$713,886
2	2.3	Equity & Access	Yes	\$475,270	\$471,003
2	2.4	Foster Youth & McKinney Vento Enrichment & Engagement  McKinney Vento Enrichment & Engagement*  *New title for this action item for 2023-24	Yes	\$20,000	\$15,000
2	2.5	African American Enrichment & Engagement	No	\$51,000	\$42,021
2	2.6	Student Mentoring Services	No	\$230,000	\$0
2	2.7	Attendance Support	Yes	\$442,330	\$657,731
2	2.8	Music Opportunities	Yes	\$1,330,841	\$1,644,484
2	2.9	Elementary Physical Education Opportunities	Yes	\$977,509	\$1,504,781
2	2.10	Districtwide Counseling Program	Yes	\$2,521,178	\$2,525,526
2	2.11	Mental Health Multi-Tiered System of Support	Yes	\$1,863,401	\$1,954,023
3	3.1	Parent & Family Engagement	Yes	\$2,682,265	\$3,438,241

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Basic Services: Highly Trained Staff	Yes	\$7,111,920	\$7,862,103
3	3.3	Basic Services: Access to Instructional Materials	Yes	\$1,167,541	\$1,229,539
3	3.4	Basic Services: Facilities	No	\$1,266,002	\$948,016
3	3.5	Basic Services: Student Transportation & Safety	Yes	\$4,300,000	\$389,602
4	4.1	MTSS Support Teacher	No	\$1,537,501	\$2,059,310
4	4.2	Expand Inclusion	No	\$440,149	\$489,207
4	4.3	Supplemental Resources and Materials	No	\$52,552	\$82,234
4	4.4	Supplemental Support Staff	No	\$5,098,347	\$4,818,050
4	4.5	Improve Culture and Climate to Increase Inclusivity	Yes	\$177,654	\$193,173
5	5.1	Foster Youth Enrichment & Engagement	Yes	\$20,000	\$34,964
5	5.2	Parent & Family Engagement	No	\$25,053	\$32,443
5	5.3	Foster Youth School Counselor	No	\$120,996	\$126,694
5	5.4	Mentoring Services	No	\$230,000	\$223,000

# 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)
\$41,675,277	\$44,956,463.00	\$44,850,932.00	\$105,531.00	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	Learning Data	Yes	\$587,024	\$575,431		
1	1.4	Curriculum	Yes	\$1,257,638	\$1,643,202		
1	1.5	Direct Student Support	Yes	\$386,325	\$513,834		
1	1.6	Targeted Academic Support for English Learners	Yes	\$817,787	\$646,094		
1	1.8	Educational Technology	Yes	\$3,255,000	\$2,263,140		
		21st Century Learning Environments* (*change in title for 2023-24)					
1	1.9	Support Positions	Yes	\$14,984,686	\$16,626,062		
2	2.1	Provide MTSS Social-Emotional Learning Activities	Yes	\$420,402	\$503,712		
2	2.2	MTSS Tiered Student Behavior Support	Yes	\$684,585	\$713,886		
2	2.3	Equity & Access	Yes	\$475,270	\$471,003		
2	2.4	Foster Youth & McKinney Vento Enrichment & Engagement	Yes	\$20,000	\$15,000		
		McKinney Vento Enrichment & Engagement*					

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)
		*New title for this action item for 2023-24					
2	2.7	Attendance Support	Yes	\$442,330	\$657,731		
2	2.8	Music Opportunities	Yes	\$1,330,841	\$1,644,484		
2	2.9	Elementary Physical Education Opportunities	Yes	\$977,509	\$1,504,781		
2	2.10	Districtwide Counseling Program	Yes	\$2,521,178	\$2,525,526		
2	2.11	Mental Health Multi-Tiered System of Support	Yes	\$1,365,871	\$1,462,185		
3	3.1	Parent & Family Engagement	Yes	\$2,652,902	\$3,375,480		
3	3.2	Basic Services: Highly Trained Staff	Yes	\$7,111,920	\$7,862,103		
3	3.3	Basic Services: Access to Instructional Materials	Yes	\$1,167,541	\$1,229,539		
3	3.5	Basic Services: Student Transportation & Safety	Yes	\$4,300,000	\$389,602		
4	4.5	Improve Culture and Climate to Increase Inclusivity	Yes	\$177,654	\$193,173		
5	5.1	Foster Youth Enrichment & Engagement	Yes	\$20,000	\$34,964		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 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)
\$105,973,769	\$41,675,277	1.96%	41.286%	\$44,850,932.00	0.000%	42.323%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

## Broad Goal

### Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.



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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

## LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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