



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
Center Joint Unified School District	Scott Loehr Superintendent	sloehr@centerusd.org (916) 338-6400

Goals and Actions

Goal

Goal #	Description
1	All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS, ELD, NGSS implementation by district or site personnel as measured by observation loop and feedback	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs	100% weekly classroom walkthroughs
Teacher Misassignments Fully Credentialed Teachers	2020-21: 0.4% (1/223) teachers misassigned	2021-22: 2% (6/278) teachers misassigned	2022-23: 6% (14/201) teachers misassigned	Teacher assignment monitoring is not available, CDE	Zero teacher misassignments
Students access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Offerings & Completion	<p>2020-21 CHS offered 12 CTE offerings and 18 sections</p> <p>53.1% completed one CTE Pathway as reported by the 2020 CDE Dashboard</p>	<p>2021-22 CHS offered 13 CTE courses and 22 sections.</p> <p>37.3% completed one CTE Pathway as reported by 2021 CCI Dashboard</p> <p>*Reporting students in the 4 year graduation rate cohort</p>	<p>2022-23 CHS offered 14 CTE courses and 21 sections.</p> <p>30% completed one CTE Pathway as reported by the 2022 CCI Dashboard</p> <p>*Reporting students in the 4 year graduation rate cohort</p>	<p>CHS offered 12 CTE courses and 21 sections.</p> <p>22.5% (79 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report.</p> <p>*Reporting students in a 4 and 5 year graduation rate cohort</p>	<p>Maintain 12 CTE offerings</p> <p>59% CTE Pathway Completion, per CCI Dashboard</p>
a-g completion	<p>2019-20: 17.7% seniors met all a-g requirements as reported by DataQuest 5 year Cohort Graduation Rate</p>	<p>2020-21: 15% seniors met all a-g requirements as reported through CCI Dashboard</p> <p>14.6% African American 23.3% Asian 11.5% Hispanic 16.4% White 15% Two or more races 3.1% English Learners 13.9% Economically Disadvantaged 5.5% Students with Disabilities</p>	<p>2021-22: 16.4% seniors met all a-g requirements as reported through CCI Dashboard</p> <p>14.6% African American 32.4% Asian 33.3% Filipino 6% Hispanic 19.7% White 16.7% Two or more races 0.0% English Learners 12.2% Economically Disadvantaged 2% Students with Disabilities</p>	<p>2022-23: 19.9% seniors met all a-g requirements as reported on the Dashboard Pathway Completion Report.</p> <p>7.7% African American 41.4% Asian 53.8% Filipino 17% Hispanic 18.8% White 7.7% Two or more races 2.8% English Learners 16.7% Economically Disadvantaged</p>	<p>24% of seniors will meet all a-g requirements</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		11.6% Homeless Students	8% Homeless Students	0% Students with Disabilities 16.7% Homeless Students	
Advanced Placement Enrollment	2020-21 AP enrollment: 320 White: 35% (113/320) Hispanic: 15% (50/320) African American: 15% (48/320) Other Asian: 9% (28/320) Filipino: 8% (27/320) Asian Indian: 7% (23/320) Vietnamese: 5% (16/320) Laotian: 2% (7/320) American Indian: 1% (4/320) Hawaiian: 0.9% (3/320) Cambodian: 0.3%(1/320)	2021-22 AP enrollment: 125 White: 45.5% (57/125) Hispanic: 12% (15/125) African American: 4.8% (6/125) Other Asian: 8.9% (12/125) Filipino: 13.8% (18/125) Asian Indian: 4% (5/125) Vietnamese: 5.6% (7/125) Laotian: 0.8% (1/125) American Indian: 0.8% (1/125) Hawaiian: 1.6% (2/125)	2022-23 AP enrollment: 121 White: 43.8% (53/121) Hispanic: 21.5% (26/121) African American: 11.6% (14/121) Other Asian: 10.7% (13/121) Filipino: 7.4% (9/121) Vietnamese: 2.5% (3/121) Hawaiian/Pacific Islander: 1.7% (2/121)	2022-23 AP Enrollment: 161 White: 37.8% (61/161) Hispanic: 19% (32/161) African American: 11.1% (18/161) Other Asian: 9% (16/161) Filipino: 11.8% (19/161) Asian Indian: 3% (6/161) Vietnamese 0.6% (1/161) Hawaiian/Pacific Islander: 2.4% (4/161) Chinese: 2.4% (4/161)	Close the ethnicity gap so AP enrollment of Hispanic students reflects total enrollment of Hispanic students at CHS
AP Passage Rate, 3 or higher	27.3% students earned a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard	11.6% (31 students) earned a score of 3 or higher on two AP exams as reported by 2021 CCI Dashboard.	6.7% (24 students) earned a score of 3 or higher on two AP exams as reported by 2022 CCI Dashboard.	8% (28 students in 344 cohort) earned a score of 3 or higher on two AP exams as reported by the 2023	35% of students will earn a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	78.5% (77/98) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2020 as reported by College Board	<p>Percentage of each student group who scored 3 or higher on two AP exams</p> <p>8.3% African American 21.4% Asian 12.7% Hispanic 8.9% White 17.6% Two or more races 7.4% English Learners 10.6% Economically Disadvantaged 2.3% Students with Disabilities 12.1% Homeless Students</p> <p>67.5% (54/80) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2021 as reported by College Board</p> <p>*Reporting students in the 4 year graduation</p>	<p>Percentage of each student group who scored 3 or higher on two AP exams</p> <p>7% African American 12.8% Asian 0.9% Hispanic 7.7% White 0% Two or more races 0% English Learners 4.4% Economically Disadvantaged 0% Students with Disabilities 5.7% Homeless Students</p> <p>69.8% (51/73) students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2022 as reported by College Board</p> <p>*Reporting students in the 4 year graduation rate cohort for 2 AP exams</p>	<p>Dashboard College/Career Levels and Measures Report</p> <p>Number of students in each student group who scored 3 or higher on two AP exams</p> <p>1 African American 6 Asian 1 Filipino 4 Hispanic 15 White 0 Two or more races 0 English Learners 12 Economically Disadvantaged 0 Students with Disabilities 3 Homeless Students</p> <p>79.6% (51/64) of students enrolled in AP courses earned a score of 3 or higher on one AP exam in 2023 as reported by College Board</p> <p>*Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams</p>	70% of students will earn a score of 3 or higher on one AP exam as reported by College Board.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		rate cohort for 2 AP exams		**Dashboard reported demographics in numbers versus percentages	
EL Progress Indicator	59.3% made progress as reported on 2019-20 Dashboard	EL Progress Indicator is currently not reported on the CDE Dashboard	<p>49.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.</p> <p>45.9% progressed at least 1 ELPI Level 3.3% maintained ELPI Level 4 33.1% maintained ELPI Levels 1-3H 27.7% decrease at least 1 ELPI Level</p>	51.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.	Increase by 2% annually bringing indicator on Dashboard to a ranking of Very High
EL Redesignation	2020-21: 14.4% (80 students) were Redesignated Fluent English Proficient	2021-22: 15.6% (75 students) were Redesignated Fluent English Proficient	2022-23: 18.1% (98/540 students) were Redesignated Fluent English Proficient	2023-24: 14.5% (98/674 students) were Redesignated Fluent English Proficient	Increase to 18%
ERHMS	2019-20: Students served: 70 Average Attendance: 93.9% Average GPA: 2.63%	2020-21: Students served: 26 Average Attendance: 90% Average GPA: 1.21%	2022-23 Students served: 51 Average Attendance: 94.4% Average GPA: 2.5%	2023-24 Students served: 73 Average Attendance: 85.4% Average GPA: 1.79%	Average Attendance: 94% GPA: 2.75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	<p>CAASPP (2018-19) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 55% 4th: 52.3% 5th: 57.6% 6th: 65.1% 7th: 56.8% 8th: 66.7% 11th: 75.6%</p> <p>CAASPP MATHEMATICS Standards Met or Exceeded 3rd: 57.3% 4th: 41.5% 5th: 38.1% 6th: 47.3% 7th: 52.6% 8th: 64.5% 11th: 56.5%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS: ECONOMICALLY DISADVANTAGED</p>	<p>CAASPP (2020-21) 11th only ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 67.3%</p> <p>49.9% Economically Disadvantaged 16.8% Students with Disabilities 10.9% English Learners 42.6% African American 82.3% Asian 50.2% Hispanic 68.7% White 79.6% Two or more Races 41.3% Homeless</p> <p>CAASPP (2020-21) MATHEMATICS Standards Met or Exceeded 11th: 32.3%</p> <p>23.2% Economically Disadvantaged 5.6% Students with Disabilities</p>	<p>CAASPP (2021-22) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 48% 4th: 45% 5th: 47% 6th: 45% 7th: 49% 8th: 47% 11th: 55%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 33% 4th: 39% 5th: 32% 6th: 32% 7th: 32% 8th: 29% 11th: 27%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS: ECONOMICALLY DISADVANTAGED</p>	<p>CAASPP (2022-23) ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 31% 4th: 31% 5th: 34% 6th: 37% 7th: 36% 8th: 34% 11th: 42%</p> <p>MATHEMATICS Standards Met or Exceeded 3rd: 28% 4th: 21% 5th: 20% 6th: 25% 7th: 26% 8th: 25% 11th: 21%</p> <p>ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS: ECONOMICALLY DISADVANTAGED</p>	<p>Increase the percentage of students scoring Standard Met or Exceeded on CAASPP ELA & Math by 5%</p> <p>5% Increase of economically disadvantaged students achieving Standard Met or Exceeded</p> <p>5% Increase of students with disabilities achieving Standard Met or Exceeded</p> <p>5% Increase of English learner students achieving Standard Met or Exceeded</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standards Met or Exceeded English/Language Arts 3rd: 36.6% 4th: 37.4% 5th: 39.6% 6th: 37.8% 7th: 39.1% 8th: 37.1% 11th: 47.2% Math 3rd: 38.4% 4th: 32.4% 5th: 25.5% 6th: 25.9% 7th: 24.8% 8th: 23.8% 11th: 20.9% STUDENTS with DISABILITIES Standards Met or Exceeded (CAASPP18-19) English/Language Arts 3rd: 21.3% 4th: 19.4% 5th: 17.9% 6th: 13.4% 7th: 14% 8th: 12.4% 11th: 15.8%	6.3% English Learners 18% African American 71.7% Asian 22.5% Hispanic 44.2% White 46.6% Two or more Races 18.5% Homeless	Standards Met or Exceeded English/Language Arts 3rd: 40% 4th: 31% 5th: 35% 6th: 33% 7th: 37% 8th: 36% 11th: 45% Math 3rd: 31% 4th: 25% 5th: 19% 6th: 21% 7th: 20% 8th: 18% 11th: 16% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 19% 5th: 17% 6th: 12% 7th: 20% 8th: 12% 11th: 16% Math	Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 32% 5th: 28% 6th: 36% 7th: 32% 8th: 30% 11th: 36% Math 3rd: 23% 4th: 16% 5th: 16% 6th: 24% 7th: 21% 8th: 25% 11th: 21% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 18% 5th: 17% 6th: 13% 7th: 14% 8th: 12% 11th: 17%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math</p> <p>3rd: 24.2%</p> <p>4th: 18.5%</p> <p>5th: 12.8%</p> <p>6th: 9.6%</p> <p>7th: 9.1%</p> <p>8th: 7.6%</p> <p>11th: 5%</p> <p>ENGLISH LEARNERS</p> <p>Standards Met or Exceeded</p> <p>(CAASPP18-19)</p> <p>English/Language Arts</p> <p>3rd: 18.4%</p> <p>4th: 17.5%</p> <p>5th: 13.3%</p> <p>6th: 9.5%</p> <p>7th: 9.1%</p> <p>8th: 6.1%</p> <p>11th: 7.8%</p> <p>Math</p> <p>3rd: 24.5%</p> <p>4th: 17.8%</p> <p>5th: 9.5%</p> <p>6th: 7.5%</p> <p>7th: 7%</p> <p>8th: 5.9%</p> <p>11th: 5%</p>		<p>3rd: 23%</p> <p>4th: 18%</p> <p>5th: 12%</p> <p>6th: 9%</p> <p>7th: 8%</p> <p>8th: 6%</p> <p>11th: 4%</p> <p>ENGLISH LEARNERS</p> <p>Standards Met or Exceeded</p> <p>English/Language Arts</p> <p>3rd: 17%</p> <p>4th: 16%</p> <p>5th: 14%</p> <p>6th: 9%</p> <p>7th: 10%</p> <p>8th: 6%</p> <p>11th: 8%</p> <p>Math</p> <p>3rd: 20%</p> <p>4th: 14%</p> <p>5th: 7%</p> <p>6th: 6%</p> <p>7th: 5%</p> <p>8th: 3%</p> <p>11th: 3%</p>	<p>Math</p> <p>3rd: 24%</p> <p>4th: 19%</p> <p>5th: 12%</p> <p>6th: 10%</p> <p>7th: 9%</p> <p>8th: 7%</p> <p>11th: 4%</p> <p>ENGLISH LEARNERS</p> <p>Standards Met or Exceeded</p> <p>English/Language Arts</p> <p>3rd: 16%</p> <p>4th: 14%</p> <p>5th: 12%</p> <p>6th: 8%</p> <p>7th: 8%</p> <p>8th: 5%</p> <p>11th: 8%</p> <p>Math</p> <p>3rd: 22%</p> <p>4th: 14%</p> <p>5th: 8%</p> <p>6th: 6%</p> <p>7th: 5%</p> <p>8th: 3%</p> <p>11th: 2%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate	2019-20 as reported through CDE DataQuest: 87.8%	2020-21: 87.1% as reported through by CCI Dashboard 85.4% African American 83.3% Asian 87.4% Hispanic 89.7% White 80% Two or more races 75% English Learners 86.6% Socioeconomically Disadvantaged 65.5% Students with Disabilities 76.7% Homeless Students *Reporting students in the 5 year graduation rate cohort	2021-22: 91.1% as reported by the CCI Dashboard 97.6% African American 91.9% Asian 92.6% Hispanic 90.7% White 75% Two or more races 80% English Learners 89.8% Socioeconomically Disadvantaged 79.4% Students with Disabilities 83.3% Homeless Students *Reporting students in the 5 year graduation rate cohort	2022-23: 84.9% as reported by the Dashboard 68.6% African American 86.2% Asian 87.3% Hispanic 84.1% White 93.5% Two or more races 79.5% English Learners 81.8% Socioeconomically Disadvantaged 67.2% Students with Disabilities 69.2% Homeless Students *Reporting students in the 5 year graduation rate cohort	90% District Graduation Rate as reported through CCI Dashboard
Seal of Biliteracy	2019-20: 10.4% graduates earned Seal of Biliteracy as reported by DataQuest 5 year Cohort Graduation Rate *Baseline reported on 2021-22 LCAP was incorrect. Figure	2020-21: 11.6% graduates (36 students) earned Seal of Biliteracy as reported by CCI Dashboard Percentage of each student group that earned Seal of Biliteracy	2021-22: 9.3% graduates (33 students) earned Seal of Biliteracy as reported by CCI Dashboard Percentage of each student group that earned Seal of Biliteracy	2022-23: 5% of graduates (20 students) earned Seal of Biliteracy as reported by the Dashboard College and Career Measures Report	22% of graduates earn the Seal of Biliteracy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	noted above is the corrected baseline.	12.2% African American 3.3% Asian 16.1% Hispanic 10.3% White 12.5% English Learners 10.8% Economically Disadvantaged 3.6% Students with Disabilities 14% Homeless Students *Reporting students in the 4 year graduation rate cohort	4.7% African American 7.7% Asian 6.3% Hispanic 13.8% White 0.0% English Learners 7.4% Economically Disadvantaged 0.0% Students with Disabilities 5.7% Homeless Students *Reporting students in the 4 year graduation rate cohort		
IReady	Baseline based on 3 Level Placement 2021-22 beginning of year diagnostic: Reading 22% on or above grade level 37% one grade level below 41% two or more grade levels below Math 13% on or above grade level	2021-22 Diagnostic #2 administered Nov-Dec 2021 Reading 33% on or above grade level 32% one grade level below 35% two or more grade levels below Math 22% on or above grade level 42% one grade level below	2022-23 Diagnostic #2 administered Nov-Dec 2022 Reading 33 % on or above grade level 34% one grade level below 33%% two or more grade levels below Math 22% on or above grade level 45% one grade level below	2023-24 Diagnostic #2 administered Nov-Dec 2023 Reading 30% on or above grade level 31% one grade level below 40% two or more grade levels below Math 20% on or above grade level 39% one grade level below	Decrease by 5%, students scoring two or more grade levels below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	41% one grade level below 46% two or more grade levels below*	36% two or more grade levels below 2021-22 Diagnostic #3 administered March-April 2022 Reading 38% on or above grade level 28% one grade level below 34% two or more grade levels below Math 28% on or above grade level 37% one grade level below 34% two or more grade levels below	34% two or more grade levels below 2022-23 Diagnostic #3 administered March 2023 Reading 40% on or above grade level 28% one grade level below 32% two or more grade levels below Math 31% on or above grade level 37% one grade level below 34% two or more grade levels below	41% two or more grade levels below 2023-24 Diagnostic #3 administered March 2024 Reading 36% on or above grade level 28% one grade level below 36% two or more grade levels below Math 28% on or above grade level 36% one grade level below 36% two or more grade levels below	
Prepared for College & Career	40% of graduates are prepared for college and career and 20.3% are approaching prepared as reported on 2020 CCI Dashboard.	College & Career Indicator data not available. College & Career Indicator not on the 2021 Dashboard.	College & Career Indicator not reported on the 2022 Dashboard.	Following a two year gap in the CDE reporting data through the College & Career Indicator, measurement reinstated. As reported on the 2023 Dashboard:	45% prepared, 25% approaching 25% a-g compliant and CTE pathway completers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020: 10 students completed a-g requirements AND at least one CTE Pathway	<p>2021: 10.3% (32 students) completed a-g requirements AND at least one CTE Pathway as reported by the CCI Dashboard.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway:</p> <p>7.3% African American 13.3% Asian 9.2% Hispanic 10.3% White 10% Two or more races 3.1% English Learners 9.1% Economically Disadvantaged 3.6% Students with Disabilities 9.3% Homeless Students</p>	<p>2022: 9.3% (33 students) completed a-g requirements AND at least one CTE Pathway as reported by the CCI Dashboard.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway:</p> <p>4.7% African American 20.5% Asian 3.6% Hispanic 10.8% White 6.3% Two or more races 0% English Learners 5.5% Economically Disadvantaged 0% Students with Disabilities 0% Homeless Students</p>	<p>31.4% of graduates are "Prepared" for College and Career 30.5% of graduates are "Approaching Prepared" 38.1% of graduates are "Not Prepared"</p> <p>2023: 10.5% (37 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report.</p> <p>Percentage of each student group that completed a-g and at least one CTE pathway:</p> <p>2.9% African American 27.6% Asian 8.5% Hispanic 12.4% White 0% Two or more races 0% English Learners 7.8% Economically Disadvantaged</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Reporting students in the 4 year graduation rate cohort	*Reporting students in the 4 year graduation rate cohort	0% Students with Disabilities 7.7% Homeless Students *Reporting students in a combined 4 and 5 year graduation rate cohort	

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.

INSTRUCTIONAL STAFF TRAINING

Forty-four new teachers were hired for the 2023-24 school year. Twenty-seven were supported through the Induction Program by 12 district mentors. It has been challenging to support the substantial rise in new teachers with the limited pool of district mentors. The result is a higher mentor-to-new-teacher ratio. Another challenge is the number of new teachers ineligible for 1st-year Induction due to uncleared documents. To address this gap in support, the mentor team has actively sought ways to coordinate on-campus resources for these teachers. Additionally, delays in clearing state-mandated teacher assessments have led mentors to spend mentoring time assisting with the clearing process, leading to a reduction in the time available to directly support teaching.

The Teacher on Special Assignment (TOSA) has been instrumental in seamlessly integrating technology into the curriculum. By providing teachers with individualized support for technology-infused teaching and learning, the TOSA has lightened the load of the Coordinator of Curriculum and Instruction.

Aligned with the district calendar, school staff dedicate Mondays to collaborating in Professional Learning Communities (PLCs). During these PLC meetings, sites focus on reviewing iReady data, establishing and overseeing Plan-Do-Study-Act (PDSA) cycles, with elementary sites additionally pinpointing students in need of targeted support.

INTERVENTION

During the first year, fully implementing intervention proved challenging due to gaps in personnel and a shortage of substitute teachers. These situations forced intervention teachers to cancel group intervention time to cover classrooms. In the second year, staffing issues were less problematic, resulting in increased consistency in K-8 intervention. During the second year of implementation, K-8 intervention practices were refined. Teams analyzed data, established targeted grade-level rotations, and collaborated with grade-level teachers to determine necessary supports through Tier II. Classroom teachers were supported in providing intervention and extension within classrooms resulting in more targeted support for students with greater needs. Despite these efforts, intervention did not increase achievement as anticipated.

At Center HS, support classes were eliminated due to the inability to fill positions.

COLLEGE and CAREER opportunities offered during the 2023-24 school year:
CTE coursework offered at various elementary sites: STEAM, C-STEM, Robotics
CTE coursework offered at Riles Middle School: Broadcasting, PLTW

CTE Pathways offered at Center HS:

- Graphic Design Pathway
- Media and Design
- Animation Pathway
- Residential Construction
- PLTW Engineering
- Entrepreneurship Pathway
- Broadcasting Pathway
- Public Safety Pathway
- Patient Care Pathway

ACADEMIC SUPPORT through SFSS

The 2023-24 school year saw a thriving mentoring program with 70 students from grades 2-12 receiving support. This includes 43 students who continued their mentoring journey from the previous year. Mentors take a solution-oriented approach, fostering positive relationships with their mentees. This support extends beyond just emotional connection; mentors connect students with resources like peer tutoring and guide them through life experiences like FAFSA applications, job interviews, and college applications.

PROFESSIONAL DEVELOPMENT

The 2023-24 professional development (PD) program provided educators with a variety of opportunities to enhance their skills. Core offerings included 7 sessions on the Science of Reading, 6 math sessions, and 4 sessions on Universal Design for Learning (UDL). Additionally, a Writing Committee supported writing instruction, and the Keys to Literacy program was offered.

This year saw the introduction of "Curriculum Huddles," mini-lessons for teachers to explore new ideas and strategies.

EL Coordinators at Center HS, Oak Hill, and Spinelli led sessions on effectively meeting the needs of English learners, equipping teachers with practical strategies and tools.

In collaboration with school-based special education teams, the district identified areas for improvement through a teacher survey. District and site teams then co-presented sessions on utilizing the IEP-at-a-Glance tool, implementing accommodations and modifications. This initiative aligns with the district's Differentiated Assistance work in partnership with the Sacramento County Office of Education.

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.

ENGLISH LEARNER SUPPORTS

Certificated employees received a 9.5% salary increase and classified employees received a 15.5% salary increase during the 2023-24 school year. This increased the Estimated Expenditures when compared to the Budgeted Expenditures.

CTE OFFERINGS

Our Media Communications Academy is changing its industry sector focus from Arts, Media, and Entertainment to Information and Communication Technologies, with the specific pathway of Software and Systems Development. As a result, the program did not expend all of its allocated funding since that funding was specific to the former focus.

PROFESSIONAL DEVELOPMENT

The professional development costs fell under other goals and actions such as English Language Learners or CTE Offerings.

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

Actions aimed at improving TK-12 student achievement to increase college and career readiness have not yielded the desired outcomes. Learning loss efforts implemented in 2021-22 and 2022-23, have not yet produced the desired results.

ACHIEVEMENT

The district did not reach the targeted 5% annual growth in both overall ELA and math scores as measured by CAASPP. Upon comparing baseline data with year 3 outcomes, each grade level exhibited a decline. The average decrease in elementary scores was 24 points in ELA and 22 points in math, while in secondary grades, there was an average drop of 28 points in ELA and 33 points in math. Grades 8 and 11 experienced the most significant decline, with math scores dropping more substantially than ELA. Notably, CAASPP data for students with

disabilities showed no significant gain or loss over the three-year cycle. Similarly, English learner outcomes remained relatively consistent, with growth or loss averaging less than 1.5 points per grade level over the 3-year period.

IREADY READING and MATH

The district fell short of its target goal to reduce the number of students scoring two or more grade levels below in reading and math by 5%. Results from the past three spring administrations of iReady Diagnostic 3 show achievement has remained largely stagnant, and in fact, the percentage of students scoring two or more grade levels below in both reading and math increased to 36% in 2024.

ENGLISH LEARNER PROGRESS

The district did not reach the target of 2% annual growth on the EL Progress Indicator, which measures progress toward language proficiency. Starting at a baseline of 59.3%, progress declined to 51.2% among English learners in attaining English proficiency.

The district met the 18% desired outcome for English Learner redesignation in year 2 of the LCAP cycle. However, in 2023-24 the percentage of English Learners redesignated dropped back to 14.5% which is consistent with baseline and year 1 data.

GRADUATION RATES

The district did not achieve the 90% targeted graduation rate. Some student groups experienced an increase in graduation rates, while others saw a decrease, resulting in an overall decline from a baseline of 87.8% to 84.9%. According to the dashboard, students with disabilities were classified in the RED band, indicating a 67.2% graduation rate, marking an 11.9% decrease compared to the previous year. Five student groups were categorized in the ORANGE band: African American, Hispanic, homeless, socioeconomically disadvantaged, and white. Among these, African American students had the lowest graduation rate at 68%, with a significant decline of 29%. English Learners were the sole group in the YELLOW BAND, maintaining an 81% graduation rate.

GRADUATES PREPARED for COLLEGE and CAREER

The district did not achieve the target of having 59% of graduates complete at least one CTE pathway. Despite maintaining 12 offerings, only 22.5% of graduates completed a CTE pathway.

The district did not achieve the target of 45% of graduates classified as "prepared," with only 31% considered "prepared" for college and career. However, it surpassed the goal of having 25% of graduates classified as "approaching prepared," with the percentage increasing from 20% to 30%.

The district did not achieve the intended 24% target for a-g completion. However, it did experience growth, increasing from 17.7% in 2019-20 to 19.9% in 2022-23.

The metric for passing at least one AP test has remained relatively consistent, with a baseline passage rate of 78.5% and a 79.6% passage rate in 2023, consistently exceeding the target of 70%. However, a concerning trend is observed in the decreasing number of students taking and passing at least one test. In 2020, the baseline established 98 students passing one test. This number declined each year, with only 64 students taking and passing one AP test in 2023.

The district fell short of the intended 35% target for graduates earning a score of 3 or higher on 2 AP tests, dropping from a baseline of 27.3% to just 8%.

The district did not achieve the target of 25% of graduates completing both a-g requirements and one CTE pathway, with only 10.5% meeting both criteria. However, there was an increase in the number of students achieving this, rising from 10 graduates in 2020 to 37 graduates in 2023. While there was growth in the white and Asian subgroups, there was a decline observed in the African American, two or more races, English learner, socio-economically disadvantaged, and students with disabilities subgroups.

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.

State and local data indicate that we didn't meet our expected targets for student achievement, college and/or career readiness as outlined in Goal 1 of the 2021-2024 LCAP. Consequently, we're developing new goals and actions with a heightened emphasis on literacy and instruction. This encompasses implementing Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), increasing professional learning opportunities, conducting walkthroughs, and introducing additional supports and accountability measures. Classroom resources and administrative support will be provided to address behavioral issues hindering learning while continuing efforts to boost student attendance. These initiatives, detailed in Goals 2 and 3 in the 2024-2027 LCAP, will equip teaching staff with the necessary knowledge, skills, and resources to enhance tiered instruction and deliver targeted interventions tailored to individual student needs, ultimately leading to improved academic achievement for all students. We aim to ensure that children not only acquire proficient reading skills but also graduate academically equipped for post-high school endeavors, whether in college or career pathways.

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	All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection	100% of schools pass the Facilities Inspection with a rating of Good or better	100% schools passed the 2021 inspection with a rating of Good or better	100% schools passed the 2022 inspection with a rating of Good or better	100% schools passed the 2023 inspection with a rating of Good or better	100% of schools pass the Facilities Inspection
Daily Attendance	2019 P2 Districtwide Attendance: 93.5%	2021-22 P2 Districtwide Attendance: 88.69%	2022-23 P2 Districtwide Attendance: 89.46%	2023-24 P2 Districtwide Attendance: 90.63%	P2 Districtwide Attendance: 94%
Chronic Absenteeism	Chronic Absenteeism: 8.79%	2020-21 Chronic Absenteeism: 22% as reported by DataQuest	2021-22 Chronic Absenteeism: 42.8% as reported by the Dashboard	2022-23 Chronic Absenteeism: 29.2% as reported by the Dashboard	Chronic Absenteeism: 7.5%
District Drop Out Rate	2019-20: 4.9% (16 district-wide dropouts as reported by DataQuest in 4 Year Cohort report	2020-21 4.9% (15 students) districtwide dropouts in a cohort of 305 as reported by DataQuest in a 4 year Cohort outcome report African American: 0 Asian: 1	2021-22 4% (14 students) districtwide dropouts in a cohort of 349 as reported by DataQuest in a 4 year Cohort outcome report African American: 0 Asian: 0 Filipino: 1	2022-23: 4% (16 students) districtwide dropouts in a cohort of 338 as reported by DataQuest in a 4 year Cohort outcome report African American: 3 Asian: 0 Filipino: 0	4% district-wide drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Filipino: cohort too small to report and still maintain student privacy Hispanic/Latino: 5 White: 6 Two or more races: 1	Hispanic/Latino: 5 White: 7 Two or more races: 1	Hispanic/Latino: 7 White: 6 Two or more races: 0	
Middle School Drop Out Rate	Zero middle school drop outs	Zero middle school dropouts	Zero middle school dropouts	Zero middle school dropouts	Maintain zero middle school drop outs
Suspension Rate	2019-20 district suspension rate was 3.7%, as reported through CDE DataQuest	2020-21 district suspension rate: 0.4% as reported by DataQuest	2021-22 district suspension rate: 6.2% suspended at least one day as reported by the Dashboard	2022-23 district suspension rate: 7.1% suspended at least one day as reported by the Dashboard	Suspension Rate: 3.2%
Expulsion Rate	2019-20: 4 expulsions* *partial year data, schools closed for 3 months	2020-21: 0 expulsions as reported by DataQuest	2021-22: 1 expulsion as reported by DataQuest	2022-23: 6 expulsions as reported by DataQuest	No more than 6 expulsions
School Climate Survey Response Rate	May 2021: 67% of students districtwide in grades 3-12 (N = 2147) responded to initial Panorama School Climate Survey Dudley Elementary: 85% North Country Elementary: 82%	66.3% of students in grades 3-12 (N = 1550) responded to initial Panorama School Climate Survey Dudley Elementary: 79% North Country Elementary: 68%	Fall 2022: 63.3% of students in grades 3-12 (N = 2107) responded to the Panorama School Climate Survey Dudley Elementary: 76% North Country Elementary: 70%	Fall 2023: 76.7% of students in grades 3-12 (N= 2699) responded to the Panorama School Climate survey Dudley Elementary: 77.7% North Country Elementary: 83.3%	75% of students respond to Panorama School Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Oak Hill Elementary: 76% Spinelli Elementary: 75% Riles Middle School: 68% McClellan High School: 78% Center High School: 53%	Oak Hill Elementary: 83% Spinelli Elementary: 77% Riles Middle School: 86% McClellan High School: 59% Center High School: 51%	Oak Hill Elementary: 66% Spinelli Elementary: 90% Riles Middle School: 73% McClellan High School: 69% Center High School: 49% Spring 2023: 56.7% of student in grades 3-12 (N= 1916) responded to the Spring survey Dudley Elementary: 79.5% North Country Elementary: 69.7% Oak Hill Elementary: 81.9% Spinelli Elementary: 83.6% Riles Middle School: 66.3% McClellan High School: 42.3% Center High School: 31.7%	Oak Hill Elementary: 89.5% Spinelli Elementary: 79.3% Riles Middle School: 71.2% McClellan High School: 77% Center High School: 72.9% Spring 2024: 79.5% of students in grades 3-12 (N= 2753) responded to the Spring survey Dudley Elementary: 97.8% North Country Elementary: 87.7% Oak Hill Elementary: 96.6% Spinelli Elementary: 98.1% Riles Middle School: 62.6% McClellan High School: 79.7% Center High School: 72.4%	
School Climate and Connectedness	Panorama Student Survey results	Panorama STUDENT SURVEY results	Panorama STUDENT SURVEY results	Panorama STUDENT SURVEY results	3% annual growth in each category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(administered May 2021) showing percentage of students who reported favorably in each area</p> <p>Grades 3-5 (722 responses) School Belonging: 71% School Climate: 74% School Engagement: 59% School Safety: 72% Teacher-Student Relationships: 80%</p> <p>Grades 6-12 (1,425 responses) School Belonging: 32% School Climate: 54% School Engagement: 27% School Safety: 70% Teacher-Student Relationships: 51%</p> <p>Panorama Teacher/Staff Survey baseline: 0</p>	<p>(administered March 2022) showing percentage of students who reported favorably in each area</p> <p>Administered SPRING 2022 Grades 3-5 (716 responses) School Belonging: 58% School Climate: 57% School Engagement: 49% School Safety: 52% Teacher-Student Relationships: 72%</p> <p>Grades 6-12 (1504 responses) School Belonging: 32% School Climate: 44% School Engagement: 26% School Safety: 52% Teacher-Student Relationships: 45%</p>	<p>showing percentage of students who reported favorably in each area</p> <p>Administered FALL 2022 Grades 3-5 (708 responses) School Belonging: 61% School Climate: 62% School Engagement: 55% School Safety: 55% Teacher-Student Relationships: 75%</p> <p>Grades 6-12 (1399 responses) School Belonging: 31% School Climate: 42% School Engagement: 27% School Safety: 52% Teacher-Student Relationships: 42%</p> <p>Administered SPRING 2023 Grades 3-5 (814 responses) School Belonging: 58%</p>	<p>showing the percentage of students who reported favorably in each area</p> <p>Administered FALL 2023 Grades 3-5 (848 responses) School Belonging: 60% School Climate: 58% School Engagement: 52% School Safety: 53% Teacher-Student Relationships: 74%</p> <p>Grades 6-12 (1846 responses) School Belonging: 31% School Climate: 43% School Engagement: 27% School Safety: 51% Teacher-Student Relationships: 42%</p> <p>Administered SPRING 2024 Grades 3-5 (973 responses) School Belonging: 56%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>School Climate: 55% School Engagement: 50% School Safety: 52% Teacher-Student Relationships: 74%</p> <p>Grades 6-12 (1101 responses) School Belonging: 30% School Climate: 37% School Engagement: 24% School Safety: 48% Teacher-Student Relationships: 40%</p>	<p>School Climate: 55% School Engagement: 47% School Safety: 54% Teacher-Student Relationships: 70%</p> <p>Grades 6-12 (1775 responses) School Belonging: 28% School Climate: 38% School Engagement: 23% School Safety: 48% Teacher-Student Relationships: 41%</p>	
		<p>Panorama STAFF SURVEY baseline, showing the percentage of staff who reported favorably in each area (administered May 2022) 266 staff responses</p> <p>Educating all students: 75% Professional Learning: 53% School Climate: 51%</p>	<p>Panorama STAFF SURVEY, showing the percentage of staff who reported favorably in each area (administered May 2023) 217 staff responses</p>	<p>Panorama STAFF SURVEY, showing the percentage of staff who reported favorably in each area: Fall 2023 193 responses</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		School Leadership: 62%	Educating all students: 71% Professional Learning: 56% School Climate: 53% School Leadership: 63%	Educating All Students: 73% School Leadership: 70% School Climate: 57% Professional Learning: 56% Spring 2024 315 responses Educating All Students: 73% School Leadership: 69% School Climate: 54% Professional Learning: 57%	
Districtwide Student Participation	District Wide Participation: 32% (1394/4251) participated in clubs, activities or athletics in 2019-20. Center High: 519/1297 McClellan High: 52/51 WCR Middle 245/646 Oak Hill: 181/708 North Country: 91/617 Spinelli: 163/277 Dudley: 143/655	District Wide Participation: 33% (1387/4102) participated in clubs, activities or athletics in 2021-22 Center High: 674/1346 McClellan High: 27/79 WCR: 237/573 Oak Hill: 82/692 North Country: 252/573 Spinelli: 95/272 Dudley: 20/559	District Wide Participation: 38% (1615/4196) participated in clubs, activities or athletics in 2022-23 Center High: 757/1312 McClellan High: 63/99 WCR: 244/587 Oak Hill: 150/726 North Country: 300/572 Spinelli: 59/286 Dudley: 42/604	District Wide Participation: 43% (1949/4439) participated in clubs, activities or athletics in 2023-24 Center High: 804/1367 McClellan High: 79/86 WCR: 161/612 Oak Hill: 258/678 North Country: 330/601 Spinelli: 92/308 Dudley: 60/552 RFE: 165/219	40% of students participate in clubs, activities or athletics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Total population data as reported on 2019-20 Census Day * MHS population fluctuates which is why the numerator is greater than the denominator.	*Total population data as reported on 2021-22 Census Day	*Total population data as reported on 2022-23 Census Day	*Total population data as reported on 2023-24 Census Day	

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.

ATTENDANCE and ENGAGEMENT

The district has implemented a tiered attendance system. SFSS receives referrals from various sites and implements needed services to improve student attendance. One challenge is the gap between chronic absenteeism data and referrals to SFSS, suggesting more students and families need SFSS services. To address this, better collaboration between SFSS and school sites is necessary to ensure all in need receive suitable services.

SOCIAL EMOTIONAL SUPPORTS

The district Positive Behavior Intervention Supports (PBIS) team comprises 1-2 representatives from each school site, excluding McClellan. They hold regular meetings every 6 weeks to ensure consistent implementation. In the fall, the team analyzed data on disproportionality, focusing on equity reports by race and ethnicity. During spring, behavior matrices are reviewed with equity in mind, gathering community input. Each site team engaged staff in equity data discussions to promote regular use and awareness. Tier I walk-throughs are now integrated into the process.

Challenges include inconsistencies in Tier I implementation and referral practices. The next steps involve aligning major and minor referrals and shifting the community mindset to prioritize positive behavior reinforcement.

Site PBIS implementation status is as follows:

Oak Hill has a fully developed Tier 2 process.

North Country, Center HS and Spinelli are in year 2 of Tier I implementation.

Dudley and Oak Hill participated in the California Integrated Supports Project through Placer County. North Country and Spinelli will join the California Integrated Supports Project next year. McClellan HS is in year 1 of Tier I implementation. RFE will begin Tier I training in 2024-25.

DIVERSITY, EQUITY and INCLUSION

McClellan HS, North Country, and Spinelli participated in two 4-hour sessions of Antibias Training, while Riles completed one 4-hour session. Dudley and Oak Hill received similar content training through the California Integrated Supports Project. During the 2024-25 school year, Riles will complete the second session, while Center HS and Fortune Elementary will participate in sessions 1 and 2.

Successes include the expansion of the Equity Design Team (EDT), continued collaboration with EDT, and site visits with West Ed. Through the work, disproportionality data was examined and potential data-related goals were explored. In March, the district team presented at the Carnegie Summit on managing strategic tension.

Challenges involve sustaining learning between EDT sessions and transitioning the EDT work to the site level.

SCHOOL CULTURE

CJUSD introduced the Center Commitment, a comprehensive effort aimed at cultivating a positive school culture and conveying to students, staff, and families the significance of their voices. The Center Commitment is built upon four foundational pillars: ensuring that everyone belongs, makes an impact, is valued, and thrives. The Center Commitment has been shared in staff meetings, parent meetings, and student meetings and communicated through email and social media. It serves as a guiding framework for district goals and ongoing recognition programs.

Voices, a student advisory council established by the district, has been launched to incorporate student input and perspectives into decision-making processes at the district level. At Center High School, students analyzed data on school culture, identified existing issues, delved into underlying causes, and presented potential solutions to the staff. The valuable input provided by students has significantly enriched plans aimed at enhancing school culture and fostering a more positive learning environment.

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.

SOCIAL EMOTIONAL SUPPORTS

Unfilled psychologist positions reduced the Estimated Actual Expenditures when compared to Budgeted Expenditures. The Assist Team contracted agency program was discontinued.

TRANSPORTATION

Actual Expenditures are much higher than Budgeted Expenditures due to the need to contract out for bus driver and mechanic staffing and because of the purchase of new buses.

HEALTH SERVICES

The Health Services staff was increased by 3.875 FTE.

SCHOOL CONNECTIONS

Music teacher positions at the elementary level remained open and unfilled.

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

ATTENDANCE

While the district did not achieve the 7.5% target for chronic absenteeism, there is a positive trend. The number of chronically absent students decreased by 13.6% compared to the previous year. This progress is reflected in the district's overall Dashboard rating, which improved from VERY HIGH to YELLOW, indicating movement in the right direction.

SUSPENSIONS

The district did not meet the target suspension rate of 3.2%, experiencing a 0.9% increase compared to the previous year. On the Dashboard, the district received an overall ORANGE rating, indicating a high level of concern. Among student demographics, Foster Youth, Two or More Races, socioeconomically disadvantaged, and white students are categorized within the orange band. Student groups in the RED band, denoting a very high concern level, include African American, American Indian, Hispanic, Homeless, and students with disabilities. Dudley, Spinelli, Oak Hill, Riles, McClellan, and Center High all have student groups classified in the red band.

SCHOOL CULTURE

The district successfully achieved its goal of attaining a 75% student participation rate in the Panorama School Culture surveys conducted during both the spring and fall of this academic year. Every elementary school and McClellan High School surpassed the 75% participation mark. Dudley, Spinelli, and Oak Hill far exceeded the target with participation rates exceeding 95%. The average participation rate among secondary schools rose to 72%. This increase enhances the representation of secondary students, amplifying their voices within the district.

The district fell short of achieving the targeted 3% annual growth in measuring school climate and connectedness. Establishing a baseline in May 2021, the aim of a 3% increase in each surveyed area—School Belonging, School Climate, Engagement, Safety, and Student-Teacher relationships—did not materialize as intended. Upon comparing the baseline data collected in May 2021 to the most recent survey data gathered in March 2024, concerning trends emerged.

In grades 3-5, favorable responses decreased across all areas, with the most significant declines, including double-digit decreases, observed in students' perceptions of school safety, school climate, and school belonging. In grades 6-12, although low, students' favorable response to School Engagement remained consistent, while School Belonging dropped marginally. Teacher-Student Relationships exhibited a moderate decline from 51% to 42%. The most substantial decline, marked by a double-digit decrease, is evident in students' perception of School Safety and School Climate.

The following are Spring 2024 student results.

Grades 3-5

56% responded favorably to School Belonging

55% responded favorably to School Climate

47% responded favorably to School Engagement

54% responded favorably to School Safety

70% responded favorably to Teacher-Student Relationships

Grades 6-12

28% responded favorably to School Belonging

38% responded favorably to School Climate

23% responded favorably to School Engagement

48% responded favorably to School Safety

41% responded favorably to Teacher-Student Relationships

Through the Spring 2024 Panorama Staff survey, perceptions of favorability were measured in the following categories: Educating All Students, Professional Learning, School Climate and School Leadership.

The following measures the percentage of those surveyed who reported favorably in each area:

(315 staff surveyed)

Educating All Students: 73%

Professional Learning: 57%

School Climate: 54%

School Leadership: 69%

District results from Spring 2023 to Spring 2024 remain fairly consistent in Educating All Students, Professional Learning and School Climate, but show a 6-point increase in School Leadership. Oak Hill and Spinelli exceeded the district average in all surveyed categories. North Country and McClellan HS exceeded the district average in Professional Learning, School Climate and School Leadership. Dudley exceeded the district average in Educating all Students and Riles Middle School exceeded the district average in School Leadership. Center High fell below the district average in all areas.

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.

The data shows that we didn't meet our expected target for enhancing school culture. Consequently, we've devised new strategies with a stronger emphasis on nurturing school culture through comprehensive data analysis, implementing effective strategies, and maintaining a dedication to continual improvement. These efforts, outlined in Goal 1 of the 2024-2027 LCAP, will engage district and site stakeholders in fostering a sense of belonging among students, staff, and families, ultimately strengthening school culture.

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	All students will benefit from improved partnerships and communication with all educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey to measure perceived safety and connectedness: Family-School Relationships Survey through Panorama	Baseline: 0	Panorama PARENT SURVEY results (administered November 2021) showing percentage who reported favorably in each area Safety: 71% School Climate: 59% School Fit: 53%	Parent Survey showing percentage who reported favorably in each area (administered March 2023): Safety: 66% School Climate: 69%	Parent Survey showing percentage who reported favorably in each area FALL 2023 Safety: 63% School Climate: 69% SPRING 2024 Safety: 68% School Climate: 70%	Improve percent of positive responses by 3% annually
Parental Involvement on decision making through site parent advisory meetings: SSC, ELAC and other site based advisory groups	2019-20: Total 96 site meetings held among 7 sites	2021-22: Total 42 site meetings held among 7 sites Center High: 10 SSC, 3 ELAC McClellan High: 3 SSC WCR: 2 SSC, 1 ELAC	2022-23 Total 55 site meetings held among 7 sites Center High: 10 SSC, 2 ELAC McClellan High: 4 SSC WCR: 2 SSC, 2 ELAC	2023-24 Total 54 site meetings held among 8 sites CHS: 9 SSC, 2 ELAC MHS: 2 SSC WCR: 1 SSC Oak Hill: 8 SSC, 2 ELAC	106 meetings or other site based opportunities for parents/guardians to be involved in decision making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Oak Hill: 1 SSC North Country: 8 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC	Oak Hill: 7 SSC, 2 ELAC North Country: 7 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 7 SSC	North Country: 10 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC, 2 ELAC RFE: 3 SSC, 2 ELAC	
Parental involvement on decision making through district advisory meetings: DAC, DELAC and other district based advisory groups	Baseline: 0	2021-22 Total 4 district advisory meetings DAC: 2 DELAC: 2	2022-23: 4 district advisory meetings Parent Advisory Council (PAC): 2 District English Learner Advisory Council (DELAC): 2	2023-24 district advisory meetings Student Advisory (VOICES): 5 Parent Advisory Council (PAC): 1 Combined PAC & Superintendent Council: 3 District English Learner Advisory Council (DELAC): 2	100% representation from each school site
Parental Participation in student progress via Parent Portal	2019-20: 62% of families have active Parent Portal accounts	2020-21: 58% of families have Active Parent Portal accounts 2021-22: 64% of families have active	2022-23: 68% of families have active Parent Portal accounts	2023-24: 63% of families have active Parent Portal accounts	75% of families will have active Parent Portal accounts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parent Portal accounts			
Partnerships with Student and Family Resource Center: Increase quantity of and participation in parent/guardian education nights	Baseline: 0	2021-22 3 Family Engagement Sessions took place with 53 parents/guardians participating through virtual meetings	2022-23 4 Family Engagement Sessions with 41 parents/guardians participating	2023-24 5 Family Engagement Sessions with 53 parents/guardians participating	Increase parent/guardian participation by 2% annually

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.

ENHANCED COMMUNICATION and PARTNERSHIPS

Improvements in communication and partnerships with educational partners were achieved through several initiatives.

By modernizing and streamlining district and site websites, information became more readily accessible to families. This not only improved communication within the district but also enhanced transparency and engagement with families and community members.

By expanding content on social media platforms and implementing regular bi-monthly emails and text messages, communication became more timely and relevant. This allowed for regular updates, announcements, and engagement opportunities with families and the community.

Enriched Advisory Group meetings fostered stronger partnerships between educators and families. These discussions sparked meaningful dialogue, focusing on collaboration around shared successes, growth opportunities, challenges faced, and key priorities.

The introduction of the Center Commitment further solidified partnerships. By launching the campaign across various communication channels, including social media, board meetings, and parent advisory sessions, educational partners were engaged in discussions about creating an environment where everyone belongs, makes an impact, is valued, and thrives.

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.

COMMUNICATIONS AND PARTNERSHIPS

The district was unable to complete the community outreach bus project, due to unforeseen challenges with the vendor.

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

Efforts to enhance collaboration and communication with educational partners have yielded positive outcomes, evident in survey findings and greater involvement in district advisory councils and Family Engagement Sessions.

SCHOOL CLIMATE and SAFETY

The district fell short of achieving the 3% annual growth in parent's perception of school safety as measured through Panorama surveys. However, there was a notable 11% increase in parent perception of school climate, surpassing anticipated outcomes.

PARTNERSHIPS with FAMILIES

Enhanced avenues for student and family involvement were established at the district level. This included the launch of "Voices," a student advisory council at Center High School comprising of 16 students, with 4 representatives from each grade level. Voices convened five times between November 2023 and April 2024 to analyze data, identify problems and root causes, and propose solutions, subsequently presenting these solutions to staff during a staff meeting. There are plans to expand Voices to incorporate input from students representing McClellan High School and Riles Middle School.

The Parent Advisory Council was merged with the Superintendent's Advisory Council. This collaboration included the Superintendent, Coordinator of Curriculum and Instruction, Coordinator of State/Federal Programs, and Coordinator of Student Family Support Services. Together, they facilitated discussions on safety, school climate, classroom instruction, extracurricular opportunities, and preparation for high school and beyond, integrating insights from parent surveys and advisory council members. While the advisory group saw strong representation from all five elementary school sites, efforts are needed to enhance representation from secondary schools.

Student and Family Support Services provided additional Family Engagement sessions and observed a yearly rise in participation, reflecting the ongoing growth and expansion of sessions tailored to address the needs of families.

The number of School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings has decreased since the baseline and target were established.

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.

By implementing a new website and maintaining consistent messaging, the district bolstered the quality and uniformity of communication with families and the community. Opportunities for parental and community participation in district level decision-making processes have increased, along with an uptick in attendance at Family Engagement learning sessions. Our commitment to strengthening communication channels and fostering partnerships will persist over the next three years, as outlined in goal 1 of the 2024-2027 LCAP.

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

Goals and Actions

Goal

Goal #	Description
4	All students receiving special education services will experience individualized support to increase academic achievement, increase attendance, increase graduation rate, decrease chronic absenteeism and decrease behaviors that lead to suspension.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2021-22: 79.1% as reported by the CCI Dashboard	N/A	N/A	2022-23: 67.2% of students with special needs graduated, as reported by the Dashboard	82% graduation rate for students with disabilities
Suspension Rate	2021-22: 9.2% suspended at least 1 day as reported by the Dashboard	N/A	N/A	2022-23: 11.3% suspended at least 1 day as reported by the Dashboard	5% suspension rate for students with disabilities
Chronic Absenteeism	2021-22: 52.2% chronically absent as measured by the Dashboard 2022-23: 31% students chronically absent as measured by 5 Lab	N/A	N/A	2022-23: 41.9% chronically absent as measured by the Dashboard 5 Lab data through end of school year not yet available	42% chronically absent as measured by the Dashboard 25% chronically absent as measured by 5 Lab
Academic Performance:	CAASPP (2021-22) Standards Met or Exceeded	N/A	N/A	CAASPP (2022-23) Standards Met or Exceeded	2% growth at all grade levels for students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts	3rd: 20% 4th: 19%, 5th: 17%, 6th: 12% 7th: 20% 8th: 12% 11th: 16% Grade level breakdown of the 26% of students with disabilities scoring on or above grade level in reading 3rd 39% 4th 29% 5th 26% 6th 16% 7th 27% 8th 30% 11th 30%			English/Language Arts 3rd: 27% 4th: 3% 5th: 32% 6th: 8% 7th: 7% 8th: 6% 11th: 5%	
Academic Performance: math	CAASPP (2021-22) Standards Met or Exceeded 3rd: 23% 4th: 18% 5th: 12% 6th: 9% 7th: 8% 8th: 6% 11th: 4% Grade level breakdown of the 20%	N/A	N/A	CAASPP (2022-23) Standards Met or Exceeded Math 3rd: 28% 4th: 14% 5th: 13% 6th: 13% 7th: 3% 8th: 6% 11th: 0%	2% growth at all grade levels for students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of students with disabilities scoring on or above grade level in math 3rd 24% 4th 16% 5th 14% 6th 18% 7th 25% 8th 20% 11th 18%				
Attendance	88.8% for the 2022-23 school year as measured by 5Labs	N/A	N/A		95% for the 2023-24 school year as measured by 5Labs

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.

Classroom teachers differentiate core instruction in Tier 1. Tier 2 and Tier 3 supports are strategically implemented based on individual student achievement data to ensure each student receives the targeted intervention they need.

Recognizing the burden of paperwork, the district has taken steps to free up special education teachers' time to focus on classroom instruction and individualized student support. Two former special education teachers were hired to specifically assist with Individualized Education Program (IEP) development and management. Leveraging Medi-Cal Reimbursement funding and Early Education Grant money, the district hired two Program Specialists to provide further support to special education teachers.

The district Special Education Department, in partnership with site special education teams, designed a comprehensive professional development plan tailored to meet the needs of TK-12 educators. This collaboration began with a survey of both general and special education teachers, which identified areas of strength and opportunities for improvement. Based on the results, four professional development sessions were delivered during the spring semester, reaching all staff at every school site. Three additional sessions are planned for the fall.

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.

The testing position intended to alleviate some of the assessment duties of special education teachers was never filled due to a lack of qualified applicants.

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

While certain efforts directed towards enhancing academics, attendance, graduation rates, and behaviors of students with special needs have shown some improvement, the overall results have not met the desired expectations.

ACHIEVEMENT

Despite missing the overall target of 2% growth in meeting or exceeding grade-level standards, there were pockets of success in the district's CAASPP results for students with special needs.

ELA: Grades 3 and 5 showed positive growth, with grade 5 achieving the most significant improvement, jumping from 17% to 32% meeting or exceeding standards. However, grades 4, 7, and 11 experienced double-digit declines.

Math: Similar to ELA, grades 3, 5, and 6 saw growth, while all other grades declined.

ATTENDANCE

The rate of students with special needs who are chronically absent has improved by 10.3% according to the CDE Dashboard. However, despite this progress, the current rate of 41.9% chronically absent students remains a significant concern.

GRADUATION RATES

The district's graduation rate for students with disabilities was 67% in the 2022-23 school year, as measured by the CDE Dashboard. This fell short of the target rate of 82%.

SUSPENSIONS

The suspension rate for students with disabilities in the district increased to 11% in the 2022-23 school year, according to the CDE Dashboard. This is higher than the target rate of 5%.

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.

State and local data indicate we didn't meet our expected targets for students with disabilities. Consequently, we are developing new goals and actions with a heightened emphasis on literacy and instruction. Actions within these goals provide support intended to meet the individual needs of students with disabilities. Goal 2 of the 2024-2027 LCAP focuses on meeting the academic needs through tiered instruction and academic support. Goal 3 addresses improving attendance, behavior, and social-emotional skills. Goal 4 outlines college and career pathways and the transition to post-high school life.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023