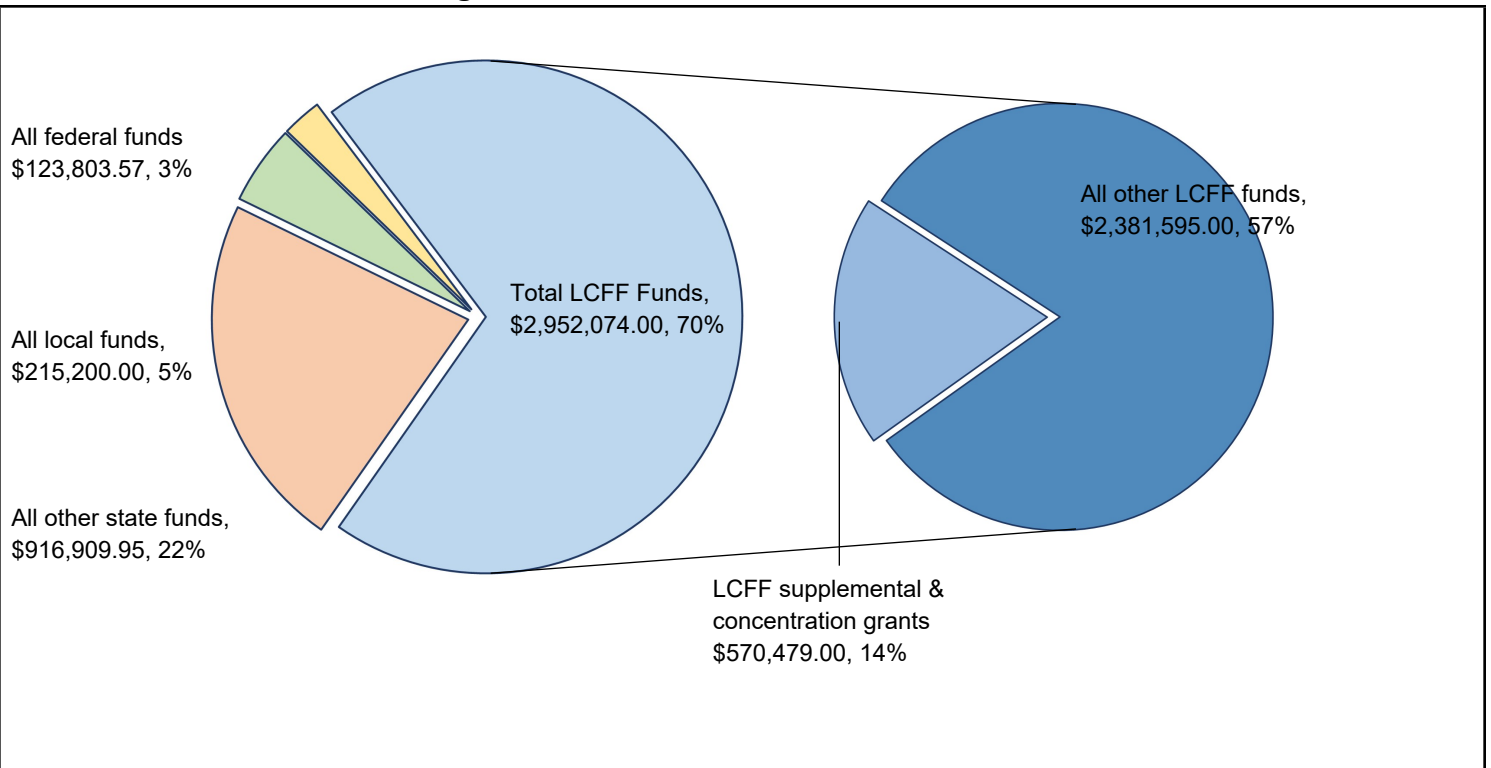


LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Cuyama Joint Unified School District
CDS Code: 42 75010 0000000
School Year: 2024-25
LEA contact information: Alfonso Gamino, (661) 766-2482, agamino@cuyamaunified.org

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

Budget Overview for the 2024-25 School Year

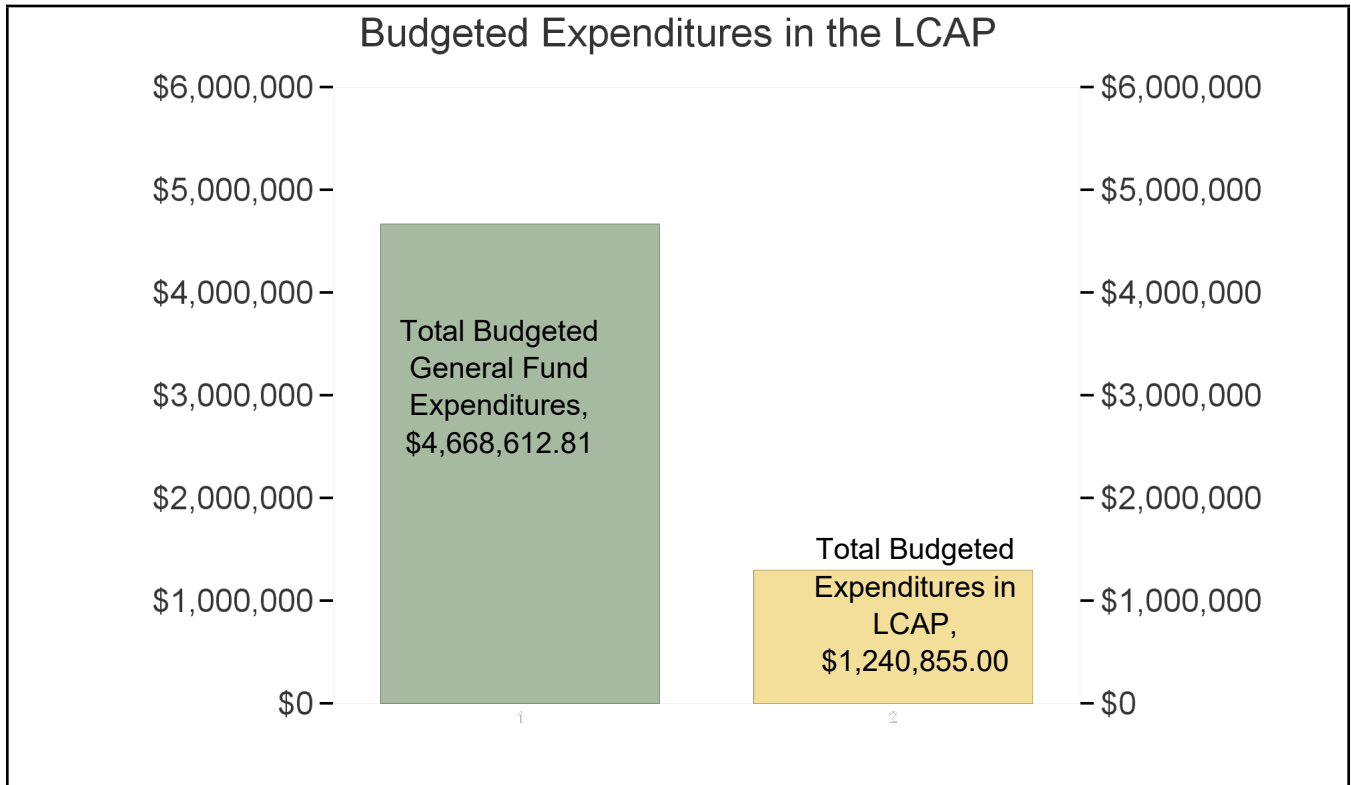


This chart shows the total general purpose revenue Cuyama Joint Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Cuyama Joint Unified School District is \$4,207,987.52 of which \$2,952,074.00 is Local Control Funding Formula (LCFF), \$916,909.95 is other state funds, \$215,200.00 is local funds, and \$123,803.57 is federal funds. Of the \$2,952,074.00 in LCFF Funds, \$570,479.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

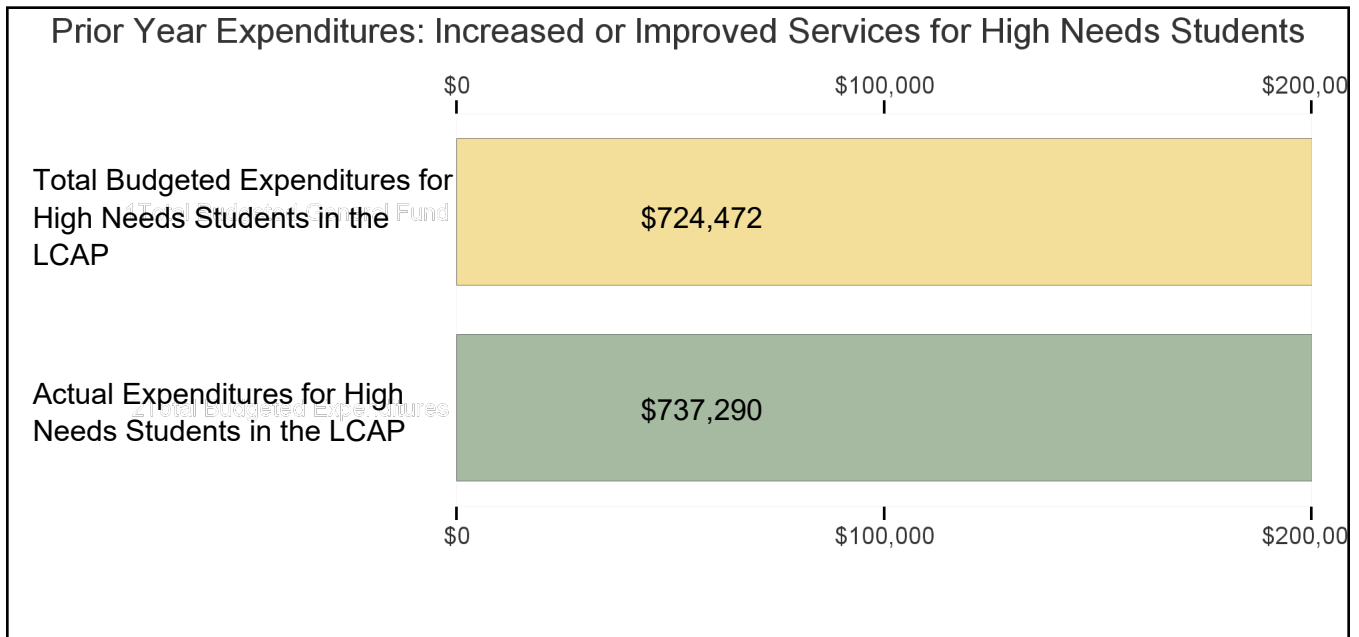
Cuyama Joint Unified School District plans to spend \$4,668,612.81 for the 2024-25 school year. Of that amount, \$1,240,855.00 is tied to actions/services in the LCAP and \$3,427,757.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures not shown in the LCAP are general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

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

In 2024-25, Cuyama Joint Unified School District is projecting it will receive \$570,479.00 based on the enrollment of foster youth, English learner, and low-income students. Cuyama Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cuyama Joint Unified School District plans to spend \$624,376.00 towards meeting this requirement, as described in the LCAP.

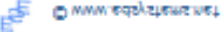
LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Cuyama Joint Unified School District's LCAP budgeted \$724,472.00 for planned actions to increase or improve services for high needs students. Cuyama Joint Unified School District actually spent \$737,290.00 for actions to increase or improve services for high needs students in 2023-24.

		
4.A.0: Increase the % meeting standard on CAA2PP Math (Low Income) to	17.3%	3.0%
4.A.2: Increase the % meeting standard on CAA2PP ELA (Low Income) to	31.0%	55.1%
4.A.4: Increase the % meeting standard on CAA2PP Math (ELs) to	3.2%	0.0%
4.A.3: Increase the % meeting standard on CAA2PP ELA (ELs) to	14.7%	0.2%
4.A.5: Increase the % meeting standard on CAA2PP Math to	0.0%	0.3%
4.A.1: Increase the % meeting standard on CAA2PP ELA to	18.5%	51.1%
5.B: Increase the % implementation of 2BE adopted ELD standards for all ELs		80%
5.A: Increase the % implementation of CA State Standards for all students to curriculum above		04%
7.B.1: Maintain the % of students with CA State Standards aligned core		100%
7.A: Maintain the % of teachers who are appropriately assigned and fully		83%

Board Approved: 01/21/2024

52%
40%
10%
18%
52%
40%
100%
00%
100%
100%

4.C: Increase the % of students successfully completing A-G requirements to	55.5%	63.0%	22.0%	0%	65%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above	66.7%	N/D	54.5%	70.0%	67%
4.E: Increase the % of ELs reclassified (Reclassification Rate) to	60.0%	34.7%	7.0%	23.3%	15%
4.F: % of AP exam passes to total students with a three or higher	0%	0%	0%	N/A	0%
4.G: Increase the % of students CCR based on EAP (CA Dashboard, Status) to	N/D	N/D	N/D	33.3%	N/D
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/D	N/D	54.5%	70.0%	N/D
8.A: Maintain the % of students completing 2 formative local assessments to	100%	20%	77%	100%	100%

Goal Analysis for 2023-24

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.

This box contains actions that had substantive differences, along with explanations for these differences. It also contains actions that had specific successes and some that had specific challenge along with descriptions of these successes and challenges.

In this goal, 4 actions had substantive differences between the planned action and the actual action. The following is a list of the actions with substantive differences along with a description of the substantive differences.

01.01: Class-size Reduction - *While this action has prevented the creation of combo classes with three grades, the elementary school still has combo classes of two grades per class.*

01.05: College Career Ready at the H.S. - *We are continuing to develop a path for students to get and create more opportunities.*

01.07: Writing Program PD - *This action has not been implemented.*

01.08: Instructional Support Positions - *The ES has sufficient instructional aides. The HS does not have much instructional support from aides.*

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.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

An explanation of how effective the specific actions were in making progress toward the goal.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - (BL - 83% '22-23' - 85% Target - 100%)

- 4.A.1 - % meeting standard on CAASPP ELA - (BL - 18.2% '22-23' - 42.5% Target - 40%)
- 4.A.3 - % meeting standard on CAASPP ELA (ELs) - (BL - 7.4% '22-23' - N/D Target - 18%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

- 01.01: Class-size Reduction - *While progress has been made at the high school, there is room for growth at the elementary school. Evidence of effectiveness: Metric 4.A.2: % meeting standard on CAASPP Math went from 16.7% (21-22) to 17.2% (22-23).*
- 01.03: RTI / ASES Program Coordinator - *This position is integral to student success- just examine the CAASPP, STAR, and ELPAC scores. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 36.1% (21-22) to 42.5% (22-23).*
- 01.09: Special Education Consortium - *Teachers feel as though they have more support with challenging students. Evidence of effectiveness: Metric 31.B: CAASPP ELA (SWD) went from 10.5% (22-23) to 23.1% (23-24).*
- 01.11: MTSS (Academic) - *The training has been effective in helping teachers to work on social emotional skills with students. Evidence of effectiveness: Metric 4.H: % of English Learner Progress (CA Dashboard, Status) went from 54.5% (21-22) to 70.0% (22-23).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 01.01: Continue to staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. - *While progress has been made at the high school, there is room for growth at the elementary school.*
- 01.02: Purchase additional materials for classrooms instruction including: ancillary materials in core subjects, paper based materials and computer based services. - *Having devices is effective for student learning. The devices need to work on a consistent basis.*
- 01.05: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, Odyssey, equipment for career tech classes) - *All courses are A-G, however the effectiveness varies due to student skill level.*
- 01.06: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.) -
- 01.07: Provide teachers PD to assist in developing a better writing program throughout the district that uses consistent norms across grade levels and across subjects. (This action was discontinued. for the 2023-2024 LCAP) - *N/A*
- 01.08: Staff all appropriate instructional support positions including the library/media technician. - *All of the instructors at the high school have done their best to help students reach their highest potential, even though the lack of assistance makes the goal more difficult to reach.*

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.

This goal remains unchanged in the 2024-25 LCAP.

The following are metrics that were added as new, deleted, moved, had wording changed, or had the metric ID changed in the 2024-25 LCAP.

- 1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - The metric was

- changed to read: 1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching,
- 1.B.1: Maintain the % of students with CA State Standards aligned core curriculum - The metric was changed to read: 1.B.1: Maintain the % of students with CA State Standards aligned core curriculum,
 - 2.A: Increase the % implementation of CA State Standards for all students - The metric was changed to read: 2.A: Maintain the % implementation of CA State Standards for all students,
 - 2.B: Increase the % implementation of SBE adopted ELD standards for all ELs - The metric was changed to read: 2.B: Maintain the % implementation of SBE adopted ELD standards for all ELs,
 - 4.A.1: Increase the % meeting standard on CAASPP ELA - The metric was changed to read: 4.A.1: Increase the % meeting standard on CAASPP ELA,
 - 4.A.2: Increase the % meeting standard on CAASPP Math - The metric was changed to read: 4.A.2: Increase the % meeting standard on CAASPP Math,
 - 4.A.3: Increase the % meeting standard on CAASPP ELA (ELs) - The metric was changed to read: 4.A.3: Increase the % meeting standard on CAASPP ELA (ELs),
 - 4.A.4: Increase the % meeting standard on CAASPP Math (ELs) - The metric was changed to read: 4.A.4: Increase the % meeting standard on CAASPP Math (ELs),
 - 4.A.5: Increase the % meeting standard on CAASPP ELA (Low Income) - The metric was changed to read: 4.A.5: Increase the % meeting standard on CAASPP ELA (Low Income),
 - 4.A.6: Increase the % meeting standard on CAASPP Math (Low Income) - The metric was changed to read: 4.A.6: Increase the % meeting standard on CAASPP Math (Low Income),
 - 4.C: Increase the % of students successfully completing A-G requirements - The metric was changed to read: 4.C: Increase the % of students successfully completing A-G requirements,
 - 4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 4.D to ,
 - 4.E: Increase the % of ELs reclassified (Reclassification Rate) - The metric was changed to read: 4.E: Increase the % of ELs reclassified (Reclassification Rate),
 - 4.F: % of AP exam passes to total students with a three or higher - Moved from goal 01 to goal , The metric was changed to read: , The number of this metric was changed from 4.F to ,
 - 4.G: Increase the % of students CCR based on EAP (CA Dashboard, Status) - The metric was changed to read: 4.G: Increase the % of students CCR based on EAP (CA Dashboard, Status),
 - 4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) - The metric was changed to read: 4.H: Maintain the % of English Learner Progress

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

Goal

Goal #	Description
02	Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to	100%	100%	100%	100%	100%
1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above	75%	87.9%	87.9%	73%	90%
5.A: Maintain the School attendance rate above	91.4%	90.4%	89.3%	92.5%	93%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	11.3%	27.0%	34.8%	29.7%	10.0%
5.C: Maintain the % on Middle school dropout rate at	0%	0%	0%	0%	0%
5.D: Maintain the % on High school dropout rate below	0%	0%	0%	0%	0%
5.E: Maintain the % on High school graduation rate (CA Dashboard, Status) above	90.9%	91.7%	N/D	100%	92.9%
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below	2.3%	0%	2.5%	1.0%	2.3%
6.B: Maintain the % on Expulsion rate at	0%	0%	0%	0%	0%
6.C: Increase the # on the <i>District School Climate Survey</i> overall index rating to	74.1	71.2	70.6	72.6	80
6.D: Increase the % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) to	80.2%	85%	45%	59%	85%
6.E: Increase the % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) to	60.8%	52.5%	39.7%	60.4%	65%
7.A: Maintain the % of students enrolled in required courses of study at	100%	100%	100%	100%	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) above	1.6	1.9	3.3	2.4	1.6
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above	3.6	3.3	4.1	2.8	3.6

Goal Analysis for 2023-24

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.

This box contains actions that had substantive differences, along with explanations for these differences. It also contains actions that had specific successes and some that had specific challenge along with descriptions of these successes and challenges.

No actions in this goal had substantive differences between the planned action and the actual action.

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.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

An explanation of how effective the specific actions were in making progress toward the goal.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.C - % on the *Facilities Inspection Tool* overall rating - (BL - 75% '23-24' - 73% Target - 90%)

6.D - % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) - (BL - 80.2% '23-24' - 59% Target - 85%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

02.02: MTSS (Behavioral and Social Emotional) - *Second Step Practice was effective because there were many great partner conversations. Morning Meetings provide a safe space to have discussions.*

Evidence of effectiveness: Metric 6.A: % on Suspension rate (CA Dashboard, Status) went from 2.5% (21-22) to 1.0% (22-23).

02.05: Professional Development - *We have made some progress this year with including more SEL. Evidence of effectiveness: Metric 6.B: % on Expulsion rate went from 0% (21-22) to 0% (22-23).*

02.06: Athletic Programs - *Athletics are participated in by a wide array of students. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 39.7% (22-23) to 60.4% (23-24).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 02.01: Provide upgraded computers that work in the computer labs and other classroom technology in designated classrooms i.e. yearbook and new teacher

computers. Maintain new laptops and replace them on a maximum 5 year cycle. - *Technology is still a work in progress.*

- 02.04: Purchase Zoom, Canvas, Kahoot, Odyssey and Microsoft Teams licenses for delivery of online curriculum. These platforms will be licensed to provide both synchronous and asynchronous learning. -

- 02.05: Provide professional development to enhance existing systems of student support by integrating goals for SEL practices within universal, targeted, and intensive behavioral approaches, strengthening the MTSS Framework currently in practice. -

- 02.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, football field maintenance, awards ceremonies, coaches and A.D. stipends, etc.) -

- 02.07: Continue to provide socialization and school connectedness activities like dances, parties, community service projects to assist students in building leadership opportunities and social skills -

- 02.08: Improve the attendance rate and reduce chronic absenteeism by: ensuring that the Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic absentees, work with families to improve attendance and create referral process to SARB. - *Somewhat 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.

This goal remains unchanged in the 2024-25 LCAP.

The following are metrics that were added as new, deleted, moved, had wording changed, or had the metric ID changed in the 2024-25 LCAP.

- 1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum - The metric was changed to read: 1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum,

- 1.C: Maintain the % on the *Facilities Inspection Tool* overall rating - The metric was changed to read: 1.C: Maintain the % on the *Facilities Inspection Tool* overall rating,

- 5.A: Maintain the School attendance rate - The metric was changed to read: 5.A: Increase the School attendance rate,

- 5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) - The metric was changed to read: 5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status),

- 5.C: Maintain the % on Middle school dropout rate - The metric was changed to read: 5.C: Maintain the % on Middle school dropout rate,

- 5.D: Maintain the % on High school dropout rate - The metric was changed to read: 5.D: Maintain the % on High school dropout rate,

- 5.E: Maintain the % on High school graduation rate (CA Dashboard, Status) - The metric was changed to read: 5.E: Maintain the % on High school graduation rate (CA Dashboard, Status),

- 6.A: Maintain the % on Suspension rate (CA Dashboard, Status) - The metric was changed to read: 6.A: Maintain the % on Suspension rate (CA Dashboard, Status),

- 6.B: Maintain the % on Expulsion rate - The metric was changed to read: 6.B: Maintain the % on Expulsion rate,

- 7.A: Maintain the % of students enrolled in required courses of study - The metric was changed to read: 7.A: Maintain the % of students enrolled in required courses of study,

- 7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) - The metric was changed to read: 7.B: Increase the # of instances each unduplicated student participates in programs or services for UDS (per UDS average),

- 7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) - The metric was changed to read: 7.C: Increase the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average),

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- *02.01*: Provide upgraded computers that work in the computer labs and other classroom technology in designated classrooms i.e. yearbook and new teacher computers. Maintain new laptops and replace them on a maximum 5 year cycle. - Modified, to read *02.01*: Provide upgraded computers that work in the computer labs and other classroom technology in designated classrooms i.e. yearbook and new teacher computers. Maintain new laptops and replace them on a maximum 5-6 year cycle.

- *02.02*: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive behavioral and social emotional interventions. - Modified, to read *02.02*: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive social

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

Goal

Goal #	Description
03	Parent and community participation in and connectedness with the schools will increase.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input (Item 24) to	64.7%	25.0%	33.3%	71%	70.0%
3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to	19%	4%	9%	7%	30%
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) above	0.5	0.3	1.2	1.0	0.5
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) above	1.0	1.0	1.2	1.4	1.0

Goal Analysis for 2023-24

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.

This box contains actions that had substantive differences, along with explanations for these differences. It also contains actions that had specific successes and some that had specific challenge along with descriptions of these successes and challenges.

In this goal, 2 actions had substantive differences between the planned action and the actual action. The following is a list of the actions with substantive differences along with a description of the substantive differences.

03.02: Parent Workshops - *The LEA did not provide any of the mentioned workshops this year.*

03.03: Parent Technology Workshops - *The LEA did not provide any of the mentioned workshops this year.*

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.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

An explanation of how effective the specific actions were in making progress toward the goal.

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

3.A.1 - % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) - (BL - 64.7% '23-24' - 71% Target - 70.0%)

3.A.2 - % of households responding to the *District Parent Survey* - (BL - 19% '23-24' - 7% Target - 30%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

03.01: Parent Conferences - *This is effective and the parents seem to try to help with issues discussed during conferences. Evidence of effectiveness: Metric 21.F: ESE Parent Survey (Item 1-6 and 19 avg) Connectedness went from 67.0% (22-23) to 85.7% (23-24).*

03.04: SSC and DELAC - *The LEA holds regular SSC and DELAC meetings. These meetings are always attended by member parents. Evidence of effectiveness: Metric 21.B: ESE Parent Survey (Item 19) I feel invited and welcome to participate in the school's ELAC and/or SSC meetings. went from 44.4% (22-23) to 71.4% (23-24).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

- 03.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. These include FAFSA and Powerschool workshops and Freshman orientation. -

- 03.03: Provide parent technology workshops on topics such as Gmail, PowerSchool, Alert Solutions, etc. The district will provide childcare for meetings as appropriate. - *Goal was not met.*

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.

This goal remains unchanged in the 2024-25 LCAP.

The following are metrics that were added as new, deleted, moved, had wording changed, or had the metric ID changed in the 2024-25 LCAP.

- 3.A.1: Increase the % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) - The metric was changed to read: 3.A.1: Increase the % on the *District Parent Survey* agreeing that district seeks parent input (Item 24),

- 3.A.2: Increase the % of households responding to the *District Parent Survey* - The metric was changed to read: 3.A.2: Increase the % of households responding to the *District Parent Survey*,

- 3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) - The metric was changed to read: 3.B: Increase the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average),

- 3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) - The metric was changed to read: 3.C: Increase the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average),

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2024-25 LCAP.

- 03.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. These include FAFSA and Powerschool workshops and Freshman orientation. - Modified, to read 03.02: Provide workshops on some of the following topics: supporting children academically, 21st Century Skills, Social emotional wellness, FAFSA, technology such as Gmail, PowerSchool, Alert Solutions, etc. The district will provide childcare for meetings as appropriate.

- 03.03: Provide parent technology workshops on topics such as Gmail, PowerSchool, Alert Solutions, etc. The district will provide childcare for meetings as appropriate. - Modified, to read 03.03: Staff a Community Liaison position to engage in outreach to parents, to provide parent coaching and training, and to provide other parent support as needed.

- 03.06: Research the feasibility of having PIQE or a similar organization provide parent education workshops to the parents of unduplicated students. - Modified, to read 03.06: Contract with PIQE or a similar organization to provide parent education workshops to the parents of unduplicated students.

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