



CAJON VALLEY

UNION SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cajon Valley Union School District

CDS Code: 37-67991

School Year: 2024-25

LEA contact information:

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

Budget Overview for the 2024-25 School Year



CAJON VALLEY

UNION SCHOOL DISTRICT

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
Cajon Valley Union School District	Karen Minshew Assistant Superintendent, Educational Services	minshew@cajonvalley.net (619) 588-3086

Goals and Actions

Goal

Goal #	Description
1	All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
RIASEC Interest Survey Completion	As of May 2021, 72% of all Grade 3-8 students have completed the career interest survey.	As of April 2022, 86% of students have completed the RIASEC interest Survey on Beable (Grades 2-8).	As of April 2023, 86% of students have completed the RIASEC interest Survey on Beable (Grades 2-8).	As of April 2024, 86% of students have completed the RIASEC interest Survey on Beable (Grades 2-8).	21-22, 80% of students will complete the RIASEC Survey on Beable. (Grades 2-8) 22-23, 85% of students will complete the RIASEC Survey on Beable. (Grades K-8) 23-24, 90% of students will complete the RIASEC Survey on Beable. (Grades K-8)
Beable Course Completion	As of May 2021, 93% of eligible student accounts were claimed in Beable.	For the 21-22 school year, World of Work Courses were specific for each grade level.	For the 22-23 school year, World of Work Courses were specific for each grade level.	For the 22-23 school year, World of Work Courses were specific for each grade level.	21-22, 80% of students will complete the Beable Course:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>World of Work 1 Completion: 51% (Grades 3-8)</p> <p>World of Work 2 Completion: 36% (Grades 3-8)</p>	<p>Grade level completion rates: Grade 2: 2% Grade 3: 3% Grade 4: 9% Grade 5: 24% Grade 6: 46% Grade 7: 72% Grade 8: 75%</p>	<p>The course consists of 17 readings on Beable. Below are the completion percentages for each grade level.</p> <p>2 0.52% 3 0.52% 4 0.38% 5 0.57% 6 3.71% 7 5.23% 8 3.55% 9 47.83% 10 50.00% 11 53.85%</p> <p>Below are the percentages of students in each grade level on track to complete the course by the end of the year.</p> <p>2 4.15% 3 6.55% 4 11.47% 5 12.28% 6 22.37% 7 22.65% 8 15.36% 9 66.67% 10 73.96% 11 73.08%</p>	<p>The course consists of 17 readings on Beable. Below are the completion percentages for each grade level.</p> <p>2 0.06% 3 0.44% 4 1.27% 5 0.88% 6 0.44% 7 2.09% 8 3.21% 9 31.88% 10 42.67% 11 43.48%</p>	<p>World of Work 1 & 2 (Grades 2-8)</p> <p>22-23, 85% of students will complete the Beable Course: World of Work 1 & 2 (Grades K-8)</p> <p>23-24, 90% of students will complete the Beable Course: World of Work 1 & 2 (Grades K-8)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Local Indicator: Access to a Broad Course of Study (Priority 7)</p>	<p>100% of all students have access to broad course of study (K-8)</p> <p>Less than 5% of certificated staff members completed integrated ELD professional learning in the 20-21 school year.</p> <p>Within this survey, we have found the degree of access is what varies across sites, grade levels, and student groups. Our two groups with the most varied access were our English Learners and Students with disabilities due to three major barriers.</p> <ul style="list-style-type: none"> Attendance <p>Based on survey data; 25% of sites indicated that attendance was a key barrier to student access (attendance metrics will be addressed in Goal 2)</p>	<p>100% of all students have access to a broad course of study (K-8).</p>	<p>Based on the results from our local survey given 1/2023, we found that 100% of K-6 students have access to English Language Arts (ELA), Math, Science, Social Studies, Visual and Performing arts (VAPA) and Physical Education (PE). In grades 7 and 8, we found that all students have access to ELA, Math, Science, Social Studies, and PE. Access to foreign language, applied arts and career technical education was varied depending on the grade level and the site. In addition, while offerings were not the same at all sites, our open transfer policies allow access for all students to sites with specific focuses aligned to their strengths and interests including Visual and Performing arts.</p>	<p>100% of all students have access to a broad course of study (K-8).</p> <p>As of November 2023, .9% of certificated staff have completed an ELD mission in Cajon 365. Additionally, 29 activities have been completed around ELD or utilizing GLAD strategies in Cajon 365 so far in the 23/24 school year."</p>	<p>21-22 100% of all students have access to broad course of study (K-8) Identify the barriers teachers face with implementing ELD with any content area using a local survey. Maintain Baseline of 100% of all students have access to broad course of study (K-8)</p> <p>22-23 100% of all students have access to broad course of study (K-8) Based on these barriers, offer PD on how to integrate ELD with any content, including the modern curriculum. 25% of certificated staff members will complete integrated ELD professional learning through Alludo. Maintain Baseline of 100% of all students have access to broad course of study (K-8)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Need for Professional Learning in Integrated ELD <p>Based on survey data; 30% of sites indicated that effective designated ELD was a barrier for access for our English Language Learners to broad course of study. By integrating ELD standards into all classes, English Learners will have better access to broad course of study.</p>		<p>As of March, 2023, 1.3% of certificated staff have completed an ELD Cajon 365 mission. Additionally, 258 activities have been completed around ELD or utilizing GLAD strategies in Cajon 365. There have also been 37 teachers who have participated in GLAD part 1 training and 12 teachers who have completed both part 1 and part 2 of GLAD training,</p>		<p>23-24 50% of certificated staff members will complete integrated ELD professional learning through Alludo. Maintain Baseline of 100% of all students have access to broad course of study (K-8)</p>
Teacher Professional Learning Measure (Alludo)	<p>In the 20-21 school year, 49% of teachers completed Beable Training. Beable Training was only accessible to Grades 3-8 teachers.</p> <p>In the 20-21 school year, 7% of teachers attended professional learning in World of Work</p>	<p>1.4% have completed the Beable Academy “World of Work” course in Alludo.</p> <p>Staff completed 4,640 activities in the Beable Academy “World of Work” course.</p>	<p>Based on our annual staff survey, we found that asynchronous learning was not the preferred method of professional learning for the majority of our staff members. We will be offering World of Work and Beable training through more preferred methods (in person and live</p>	<p>1% have completed the Beable Academy “World of Work” course in Alludo.</p>	<p>21-22: 90% of certificated staff complete the Beable Academy “World of Work” course in Alludo.</p> <p>22-23: 93% of certificated staff complete the Beable Academy “World of Work” course in Alludo.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			asynchronous) for the 23-24 school year. 1% of Certificated Staff have completed the Beable Academy "World of Work" course in Alludo. 45 staff members have completed 299 activities in Beable Academy "World of Work" course.		23-24: 95% of certificated staff complete the Beable Academy "World of Work" course in Alludo.
Presentation Literacy/TedxKidsofEl Cajon	19-20: 73% of sites had designated time for a site TEDEd Club.	62% of sites had designated time for a site TEDEd Club.	96% (27/28) of sites have designated time for a site TEDEd Club.	76% (22/28) of sites have a designated time for a site TEDEd Club.	21-22: 76% of sites will have designated time for a site TEDEd club. 22-23: 80% of sites will have designated time for a site TEDEd club. 23-24: 84% of sites will have designated time for a site TEDEd club.
Gallup Student Poll (GSP) "I have fun at school"	Gallup Student Poll (GSP) Mean Score: "I have fun at school" - 3.6	Gallup Student Poll (GSP) Mean Score: "I have fun at school" - 3.77	Gallup Student Poll (GSP) Mean Score: "I have fun at school" - 3.66	Gallup Student Poll (GSP) Mean Score: "I have fun at school" - 3.68	21-22: Raise metrics by 0.02 "I have fun at school" - 3.62

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
“At this school, I get to do what I do best everyday”	“At this school, I get to do what I do best everyday” - 3.52	“At this school, I get to do what I do best everyday” - 3.55	“At this school, I get to do what I do best everyday” - 3.56	“At this school, I get to do what I do best everyday” - 3.62	<p>“At this school, I get to do what I do best everyday” - 3.54</p> <p>22-23: Raise metrics by 0.02 “I have fun at school” - 3.64 “At this school, I get to do what I do best everyday” - 3.56</p> <p>23-24: Raise metrics by 0.02 “I have fun at school” - 3.66 “At this school, I get to do what I do best everyday” - 3.58</p>

Goal Analysis

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

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

In the 2023-2024 school year, Goal 1 was geared towards preparing students for the future through the implementation of a modern curriculum. Despite encountering some discrepancies in fund allocation due to coordination with Prop 28 funds and facing challenges in securing off-campus transportation for learning experiences, most planned actions were effectively carried out. Staff received professional development and placed a strong emphasis on fostering meaningful relationships with students. Utilizing student data, certificated site staff personalized instruction student groups. Overall, the planned initiatives closely aligned with their implementation.

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

In Goal 1, we've identified some disparities between our planned budgets and actual expenses, particularly concerning actions with staffing costs due to the negotiated bargaining unit settlement salary increase. Allocations for Visual and Performing Arts (VAPA) were designated for these endeavors at each site, although some sites didn't fully utilize their annual VAPA allocations (1.04.16). A reduction in staffing resources for career development (1.06.19) led to decreased expenditures. Unspent allocations in site recreational equipment replacement (1.7) from the prior year due to missed purchasing deadlines and delivery delays of purchase orders caused prior year amounts to be reallocated in the 2023-24 year, causing an increase in budgeted expenditures.

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

The TEDx program has significantly enhanced students' communication skills and empowered their voices. To build on this success, the next step involves expanding the program to integrate classroom learning experiences, ensuring district wide participation. Increased funding for Visual and Performing Arts (VAPA) and recreational equipment has enriched student activities during non-structured times. However, inconsistent prioritization based on student and family input at some sites has limited the expansion of recreational opportunities. Administrative coaches will assist sites in effectively prioritizing annual expenditures to address this issue. Career Development Experiences have been highly sought-after, underscoring the importance of offering equal access to career exploration and self-awareness development, despite budget constraints. This year, numerous off-campus trips were organized, and every fifth grader had the chance to attend BizTown. It was also discovered that inadequate transportation availability has hindered meeting the demand, exceeding the transportation department's baseline expectations. The World of Work initiative has been pivotal in providing resources for career development, focusing on students' strengths, interests, and values. To expand this initiative, the next phase will integrate classroom learning experiences emphasizing relevant, future-oriented, and asset-based approaches. However, progress has been hindered by the absence of a dedicated staff member, as the position remains unfilled. On our Professional Learning Day, there was a notable increase in engagement according to our annual staff Gallup survey. A standout indicator was Q12, reflecting respondents' positive perceptions of opportunities for learning and growth over the past year. During the PL Days in January, similar increases in engagement were observed in our annual staff Gallup survey. Again, Q12 was highlighted as a top-performing indicator, underscoring staff satisfaction with learning and growth opportunities. Enrollment data for our Computer Science Principal initiative showed increases. Additionally, the Mathematics Indicator on our Dashboard saw significant improvement, indicating enhanced performance in this subject area. Following the replacement of site recreation equipment, there was a noticeable increase in the variety of organized activities offered during physical education sessions. This enhancement contributed to a more engaging and diverse physical education program for our students.

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.

Metric/Outcome Changes: One of the key components of Goal 1, is common language around the RIASEC survey, which helps all students describe their interests. We currently house our RIASEC survey on a platform called Beable. We have found that this platform is not appropriate for nonreaders, which makes it inaccessible to large amount of Cajon Valley students. In order to make sure this survey is accessible to all students, we will be using our LMS and a new local assessment to measure student RIASEC interests. In addition, we will be moving away from the Beable platform course completion metric, and instead will measure World of Work implementation self reporting by staff. Although we will still use the Student Gallup Poll, our goal is to eventually transition to our own internal survey around safety and connectedness. This will allow for us to disaggregate, triangulate and visualize the data based on our district needs. We will be also be adding additional metrics to track from the Student Gallup Poll to add additional progress monitoring of this goal. We will be changing our measurement of teacher professional learning from Alludo course completion to a metric that better measures our mandatory professional learning that is during contracted hours. Although TEDx clubs are important, we recognize that these are not always accessible to all students due to the majority being after school. We will be changing this metric to a student survey around their access to share their ideas in class. We will also be exploring how to use data on our listening and speaking standardized measurements and report cards to support our understanding of progress in students presentation literacy skills. We have allocated specific funds to support VAPA, Art, and Educational Excursions for all sites. In order to measure effectiveness of these funds, we will be adding additional metrics around providing needed materials.

Action Changes: After analyzing Goal 1 several changes will be made for the upcoming school year. We will be making significant changes to our full day professional development opportunities by increasing time at the site level for school specific networking, communication, and goal-setting. Actions related to the Computer Science Magnet Principal will be removed from supplemental concentration funding and returned to the general fund with all other site lead positions. Additional resources and strategic support will be provided to each principal to assist in planning and expending site funds for student experiences in the arts and sports, and off campus field trips. Speaking and listening skills will be further integrated into standard classroom practices to expand the number of student opportunities to engage in presentation literacy.

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 students, staff, and families will feel safe, empowered, and respected.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Accountability Dashboard: Suspension Indicator	<p>18-19 Fall 2019 Dashboard Suspension Indicator:</p> <p>All Students Indicator Color: Yellow 3.4% suspended at least once Declined 0.3%</p> <p>All Student Groups by Performance Level</p> <p>Orange: African American 8.2% suspended at least once Declined 0.6%</p> <p>English Learners 3.3% suspended at least once Maintained 0.1%</p> <p>Filipino</p>	<p>Due to the suspension of the accountability dashboard for the 19-20 and 20-21 school years, we do not have current dashboard data.</p> <p>Local Data: May 2022</p> <p>All Students 1.59% suspended at least once</p> <p>Students with disabilities 3.2% suspended at least once</p> <p>African American 3.3 % suspended at least once</p> <p>Multiple Suspensions</p>	<p>All Students: 2.8% suspended at least once</p> <p>Students with Disabilities: 4.7% suspended at least once</p> <p>African American students: 5.8% suspended at least once</p> <p>Based on our local data, as of 4/21/23, students who received suspension: 31.8% suspended multiple times</p>	<p>All Students: 5.2% suspended at least once</p> <p>Students with Disabilities: 7.8% suspended at least once</p> <p>African American students: 9% suspended at least once</p> <p>Based on our local data, as of 4/19/24, students who received suspension: 38% suspended multiple times</p>	<p>21-22: Reduce Suspension Rates 3.1% (or less) of All Students suspended at least once 6.5% (or less) of Students with Disabilities suspended at least once 7.7%(or less) of African American students suspended at least once Reduce Multiple Suspensions to 29%</p> <p>22-23: Reduce Suspension Rates 2.8% (or less) of All Students suspended at least once 6% (or less) of Students with Disabilities suspended at least once</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2.4% suspended at least once Increased 2.4%</p> <p>Foster Youth 8.6% suspended at least once Declined 4.4%</p> <p>Pacific Islander 3.3% suspended at least once Maintained -0.2%</p> <p>Students with Disabilities 7% suspended at least once Declined 0.8%</p> <p>White 3.2% suspended at least once Maintained -0.1%</p> <p>Yellow: Homeless 5.4% suspended at least once Declined 2%</p> <p>Two or More Races 3.6% suspended at least once Declined 0.7%</p>	19.8% (of students suspended)			<p>7.2% (or less) of African American students suspended at least once Reduce Multiple Suspension to 26%</p> <p>23-24: Reduce Suspension Rates 2.5% (or less) of All Students suspended at least once 5.5% (or less) of Students with Disabilities suspended at least once 6.7% (or less) of African American students suspended at least once Reduce Multiple Suspensions: 23%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged 3.9% suspended at least once Declined 0.6%</p> <p>Green: American Indian 2.1% suspended at least once Declined 4.5%</p> <p>Asian 1.3% suspended at least once Declined 0.7%</p> <p>Hispanic 2.9% suspended at least once Declined 0.5%</p> <p>19/20 - of all students suspended, 31% are suspended more than once. (up to 8 times)</p>				
California Accountability Dashboard: Chronic Absenteeism Indicator	18-19 Fall 2019 Chronic Absenteeism Suspension Indicator:	Due to the suspension of the accountability dashboard for the 19-20 and 20-21 school years, we do not have	According to Dashboard Data 34.1% of All Students are chronically absent	31% of All Students are chronically absent 40.8% of Students with Disabilities are chronically absent	21-22: Reduce Chronic Absenteeism Rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students Indicator Color: Orange 12.7% chronically absent Increased 1.4%</p> <p>All Student Groups by Performance Level</p> <p>Red: American Indian 25% chronically absent Maintained 0%</p> <p>African American 21.8% chronically absent Increased 1.5%</p> <p>Students with Disabilities 22.7% chronically absent Increased 0.7%</p> <p>Foster Youth 32.1% chronically absent Increased 1.5%</p> <p>Orange: Asian</p>	<p>current dashboard data.</p> <p>Local Data: 21.06% of all students are chronically absent.</p> <p>33% of Students with Disabilities are chronically absent.</p> <p>33% of African American students are chronically absent.</p> <p>72% of Foster Youth students are chronically absent.</p> <p>27.8% of American Indian students are chronically absent</p>	<p>46.1% of Students with Disabilities are chronically absent 45.9% of African American students are chronically absent 50% of Foster Youth students are chronically absent 32.6% of American Indian students are chronically absent 34.3% of English Learners.</p>	<p>39.4% of African American students are chronically absent 43% of Foster Youth students are chronically absent 33.3% of American Indian students are chronically absent 29.7% of English Learners.</p>	<p>12.4% (or less) of All Students are chronically absent 22.2% (or less) of Students with Disabilities are chronically absent 21.3% (or less) of African American students are chronically absent 31.6% (or less) of Foster Youth students are chronically absent 21.3% (or less) of American Indian students are chronically absent</p> <p>22-23: Reduce Chronic Absenteeism Rates 12.1% (or less) of All Students are chronically absent 21.7% (or less) of Students with Disabilities are chronically absent 20.8% (or less) of African American students are chronically absent</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>8.8% chronically absent Increased 0.8%</p> <p>English Learners 11.1% chronically absent Increased 1.1%</p> <p>Hispanic 16.5% chronically absent Increased 1.6%</p> <p>Homeless 51.4% chronically absent Declined 1.8%</p> <p>Socioeconomically Disadvantaged 15.1% chronically absent Increased 2%</p> <p>Two or More Races 12.9% chronically absent Increased 2.1%</p> <p>White 9% chronically absent Increased 1.2%</p> <p>Yellow:</p>				<p>31.1%(or less) of Foster Youth students are chronically absent 20.8%(or less) of American Indian students are chronically absent</p> <p>23-24: Reduce Chronic Absenteeism Rates 11.8% (or less) of All Students are chronically absent 21.2% (or less) of Students with Disabilities are chronically absent 20.3% (or less) of African American students are chronically absent 30.6% (or less) of Foster Youth students are chronically absent 20.3% (or less) of American Indian students are chronically absent</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Pacific Islander 10.7% chronically absent Declined 0.9%</p> <p>Green: Filipino 3.7% chronically absent Declined 6.6%</p>				
Assistant Principal Program Effectiveness Metrics (Repeated Suspension, Student Gallup Poll "I feel safe at school")	<p>Percentage of students suspended, that were suspended multiple times: 18/19 - Of all students suspended, 32% were suspended more than once. (up to 7 times) 19/20 - Of all students suspended, 31% were suspended more than once. (up to 8 times)</p> <p>Student Gallup Poll (GSP) Metric: "I feel safe at school" Mean Score 2017: 4.17 2018: 4.06 2019: 3.98</p>	<p>May 2022 Multiple Suspensions 19.8% (of students suspended)</p> <p>March 2022 "I feel safe at school" Mean Score 3.84</p> <p>66% of student agree with the statement, "I feel safe at school"</p>	<p>April 2023 Multiple Suspensions 118 students have been suspended multiple times. 40.6 % of students suspended were suspended multiple times.</p> <p>March 2023 "I feel safe in this school" Mean Score 3.67</p> <p>60% of student agree with the statement, "I feel safe in this school"</p>	<p>Based on our local data in April 2024, 606 students had been suspended multiple times, 38% of students suspended were suspended multiple times.</p> <p>December 2023 "I feel safe in this school" Mean Score 3.70</p> <p>61% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school".</p>	<p>By 21-22, # of students with repeated suspensions will decrease to 29%. "I feel safe at school" Mean Score will increase from 3.98 to 4.01</p> <p>By 22-23, # of students with repeated suspensions will decrease to 26%. "I feel safe at school" Mean Score will increase from 4.01 to 4.03</p> <p>By 23-24, "I feel safe at school" Mean Score will</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>increase from 4.03 to 4.05 98% of suspensions will be followed with a consistent welcome back intervention. # of students with repeated suspensions will decrease to 23%. 100% of Assistant Principals will lead School Climate and Culture Leadership training to all staff. 100% of Middle Schools and K-8 sites will consistently implement a restorative referral system through our SiS.</p>
<p>Local Indicator: School Climate (Priority 6) Annual Student Gallup Poll (Grades 5-8) Annual Staff Gallup Poll Annual Parent Gallup Poll</p>	<p>2019-2020 Fall Gallup Student Poll (Grades 5-8) 56% of students are “Engaged” 27% of students are “Not Engaged” 17% of students are “Actively Disengaged”</p>	<p>March 2022 Spring Gallup Student Poll 49% of students are “Engaged” 36% of students are “Hopeful” 66% of students that replied "strongly agree" or "agree" to</p>	<p>March 2023 Spring Gallup Student Poll 43% of students are “Engaged” 36% of students are “Hopeful” 60% of students that replied "strongly agree" or "agree" to</p>	<p>December 2023 Gallup Student Poll 61% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 88% of students felt connected to their</p>	<p>By 21-22, 58% of students are “Engaged” 48% of students are “Hopeful” 74% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>46% of students are “Hopeful” 32% of students are “Stuck” 22% of students are “Discouraged”</p> <p>72% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 89% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 71% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."</p> <p>For the 20-21 School Year, Gallup will be adding “Belonging” and “Social Emotional Learning” as two new indicators. Desired outcomes for these</p>	<p>the statement, "I feel safe at school"</p> <p>85% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school."</p> <p>69% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."</p>	<p>the statement, "I feel safe at school"</p> <p>87% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school."</p> <p>64% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."</p> <p>May 2022 Spring Staff Gallup Poll</p> <p>Based on our annual Gallup staff survey, we found that a continued area of strength is staff connectedness. Two metrics, Q5; “ My supervisor or someone at work seems to care about me as a person” and Q10; “ I have a best</p>	<p>school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school."</p> <p>66% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."</p> <p>Based on our annual Gallup staff survey, we found that a continued area of strength is staff connectedness. Two metrics, Q4; “ In the last seven days, I have received recognition or praise for doing good work.” and Q10; “ I have a best friend at work” continue to be in our highest performing indicators when compared to other similar organizations.</p>	<p>90% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 73% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."</p> <p>By 22-23, 60% All Students Engaged 50% All Students Hopeful</p> <p>76% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 90% (or above) of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school."</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	two areas will be completed after this data is collected.		<p>friend at work” continue to be in our highest performing indicators when compared to other similar organizations.</p> <p>80% of respondents agreed with the statement, "My supervisor or someone at work seems to care about me as a person."</p> <p>67% of respondents agreed with the statement, "I have a best friend at work."</p> <p>Based on our annual Gallup staff survey, we found that a continued area of need was within metric Q2; “I have the materials and equipment I need to do my work right.” We conducted additional investigation into this through our staff safety committee meetings and found there was a need for</p>	<p>81% of respondents agreed with the statement, "My supervisor or someone at work seems to care about me as a person."</p> <p>68% of respondents agreed with the statement, "I have a best friend at work."</p> <p>****Update Commentary on Q2*** Based on our annual Gallup staff survey, we found that a continued area of need was within metric Q2; “I have the materials and equipment I need to do my work right.” We conducted additional investigation into this through our staff safety committee meetings and found there was a need for repairing our raptor check in technology in front offices and an increase in</p>	<p>75% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."</p> <p>By 23-24, 61% All Students Engaged 52% All Students Hopeful</p> <p>78% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 90% (or above) of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 77% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>repairing our raptor check in technology in front offices and an increase in radios/communication devices.</p> <p>71% of respondents agreed with the statement, "I have the materials and equipment I need to do my work right." which is considered low performing when compared to other similar organizations.</p> <p>May 2022 Spring Parent Gallup Poll</p> <p>Based on our annual Gallup parent survey, we found that our parents report a high level of safety and welcome at their child's school.</p> <p>84% of respondents agreed with the statement, "The leadership at my child's school creates</p>	<p>radios/communication devices. *****</p> <p>71% of respondents agreed with the statement, "I have the materials and equipment I need to do my work right." which is considered low performing when compared to other similar organizations.</p> <p>Based on our annual Gallup parent survey, we found that our parents report a high level of safety and welcome at their child's school.</p> <p>84% of respondents agreed with the statement, "The leadership at my child's school creates an environment that is trusting and open."</p> <p>87% of respondents agreed, "My child's</p>	<p>at my school care about me."</p> <p>Annual Staff Gallup Poll: Increase or maintain above an 85% agreement with the statements, "My supervisor or someone at work seems to care about me as a person." "I have a best friend at work." "I have the materials and equipment I need to do my work right.</p> <p>Annual Parent Gallup Poll: Increase or maintain above an 85% agreement with the statements, "The leadership at my child's school creates an environment that is trusting and open." "I feel proud to be a parent at my child's school." "This school is perfect for my child."</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>an environment that is trusting and open.”</p> <p>87% of respondents agreed, “My child's school is a welcoming environment.”</p> <p>Based on our annual Gallup parent survey, we found that our parents report a high level of connectedness to their child’s school.</p> <p>85% of respondents agreed, “I feel proud to be a parent at my child's school.”</p> <p>78% of respondents agreed, “This school is perfect for my child.”</p>	<p>school is a welcoming environment.”</p> <p>Based on our annual Gallup parent survey, we found that our parents report a high level of connectedness to their child’s school.</p> <p>85% of respondents agreed, “I feel proud to be a parent at my child's school.”</p> <p>78% of respondents agreed, “This school is perfect for my child.”</p>	
Annual Parent Gallup Poll	<p>2019-2020 Spring Gallup Parent Poll</p> <p>39% of respondents are fully engaged.</p>	<p>March 2022 Spring Gallup Parent Poll</p> <p>43% of respondents are fully engaged.</p>	<p>"March 2023 Spring Gallup Parent Poll</p> <p>45% of respondents are fully engaged.</p>	<p>"March 2023 Spring Gallup Parent Poll (next Gallup Parent Poll administered May 2024)</p>	<p>By 21-22, 42% of respondents are fully engaged. 83% of respondents agreed with the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>48% of respondents are indifferent. 12% of respondents are actively disengaged.</p> <p>82% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>86% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed with the statement, " This school is perfect for my child."</p>	<p>83% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>86% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>80% of respondents agreed with the statement, " This school is perfect for my child."</p>	<p>81% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed with the statement, "This school is perfect for my child."</p>	<p>45% of respondents are fully engaged.</p> <p>81% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed with the statement, "This school is perfect for my child."</p>	<p>statement, "My child's school always delivers on what it promises." 87% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 79% of respondents agreed with the statement, " This school is perfect for my child."</p> <p>By 22-23, 44% of respondents are fully engaged. 84% of respondents agreed with the statement, "My child's school always delivers on what it promises." 88% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 80% of respondents agreed with the statement, " This school is perfect for my child."</p> <p>By 23-24,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>46% of respondents are fully engaged. 85% of respondents agreed with the statement, "My child's school always delivers on what it promises." 89% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 81% of respondents agreed with the statement, " This school is perfect for my child."</p>
Annual Staff Gallup Poll	<p>2019-2020 Spring Gallup Staff Poll</p> <p>57% of respondents are engaged. 37% of respondents are not engaged. 6% of respondents are actively disengaged.</p> <p>Q1. I know what's expected from me at work.</p>	<p>2021-22 Spring Gallup Staff Poll</p> <p>50% of respondents are engaged. 38% of respondents are not engaged. 12% of respondents are actively disengaged.</p> <p>Q1. I know what's expected from me at work.</p>	<p>2021-22 Spring Gallup Staff Poll</p> <p>50% of respondents are engaged. 38% of respondents are not engaged. 12% of respondents are actively disengaged.</p> <p>Q1. I know what's expected from me at work.</p>	<p>2022-2023 Spring Gallup Staff Poll</p> <p>50% of respondents are engaged. 39% of respondents are not engaged. 11% of respondents are actively disengaged.</p> <p>Q1. I know what's expected from me at work.</p>	<p>21-22</p> <p>58% of respondents are engaged. Q1. I know what's expected from me at work. Mean Score: 4.45 Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.10</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Mean Score: 4.43</p> <p>Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.08</p> <p>Q9. My colleagues are committed to doing quality work. Mean Score: 4.41</p>	<p>Mean Score: 4.41</p> <p>Q2. I have the materials and equipment I need to do my work right. Mean Score: 3.95</p> <p>Q9. My colleagues are committed to doing quality work. Mean Score: 4.2</p>	<p>Mean Score: 4.41</p> <p>Q2. I have the materials and equipment I need to do my work right. Mean Score: 3.95</p> <p>Q9. My colleagues are committed to doing quality work. Mean Score: 4.2</p>	<p>Mean Score: 4.42</p> <p>Q2. I have the materials and equipment I need to do my work right. Mean Score: 3.95</p> <p>Q9. My colleagues are committed to doing quality work. Mean Score: 4.17</p>	<p>Q9. My colleagues are committed to doing quality work. Mean Score: 4.43</p> <p>22-23 59% of respondents are engaged.</p> <p>Q1. I know what's expected from me at work. Mean Score: Maintain 4.45 (or higher)</p> <p>Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.12</p> <p>Q9. My colleagues are committed to doing quality work. Mean Score: 4.45</p> <p>23-24 60% of respondents are engaged.</p> <p>Q1. I know what's expected from me at work. Mean Score: Maintain 4.45 (or higher)</p> <p>Q2. I have the materials and equipment I need to do my work right.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Mean Score: 4.14 Q9. My colleagues are committed to doing quality work. Mean Score: Maintain 4.45 (or higher)
Teacher Professional Learning (Alludo)	In the 20-21 school year, 12% of teachers attended professional learning in Social Emotional Learning.	31/1009 (less than 1%) certificated staff completed PL that supports Goal 2 in Cajon 365.	56% (587/1042) of Certificated Staff have completed a professional learning activity in Social, Emotional, and Behavioral Fluency, Supporting Student Development, or Personalized Learning (5,418 activities completed)	89% (893/1002) of Certificated Staff have completed a professional learning activity in Social, Emotional, and Behavioral Fluency, Supporting Student Development, or Personalized Learning (7,287 activities completed)	21-22: 80% of certificated staff complete professional learning that supports Goal 2. 22-23: 85% of certificated staff complete professional learning that supports Goal 2. 23-24: 90% of certificated staff complete professional learning that supports Goal 2.
Local Indicator: Basic Services and Conditions (Safe, Clean and Functional School Facilities) (Priority 1)	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	21-22: 100% of sites audited will have an overall score of “Good” or higher on the Facilities Inspection Tool (FIT). 22-23: 100% of sites audited will have an

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>overall score of “Good” or higher on the Facilities Inspection Tool (FIT).</p> <p>23-24: 100% of sites audited will have an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).</p>
<p>Counseling Program Effectiveness Metrics (21-22: % of students with access to guidance lessons, % of students and families with access to counselor, % of counselors and mental health providers attending professional learning) (22-24: Trimester Student Pulse Checks, # of Counselor Parent Workshops, Social Emotional Learning Screener, Student Progress on Social Emotional IEP goals)</p>	<p>Consistency across services All students have access to guidance lessons in the classroom (K-8) All students, staff, families know how to access the counselor. (K-8) Individual and small group interventions driven by data (student needs assessment, SEL screener)</p>	<p>As of trimester 2, 2022, over 90% of K-8 classrooms received > 2 guidance lessons per trimester as of the end of trimester 2.</p> <p>100% of counselors have a consistent website presence on their school webpages. They are also using a help-slip system, which can be accessed through the webpage and through technology at school.</p> <p>100% engaged in professional learning around SEL goal</p>	<p>Cajon Valley is in the process of approving a new SEL screener to provide Counseling Effectiveness data. Once in place, the new screener will determine the percentage of students who show improvement in student identified proficiency on the SEL standards.</p> <p>75% of students surveyed through a representative sample reported they are able to use one or more skills delivered</p>	<p>Cajon Valley administered the Priority 6 survey to, in part, provide insights into Counseling Effectiveness. Below are the mean score (1-5 scale) for questions relevant to the SEL standards:</p> <p>"I feel like I belong at school." - 3.55 "My classmates treat me with respect." - 3.49 "My classmates listen to me." - 3.25 "I feel safe at school." - 3.75</p>	<p>By 21-22: 100% of students will have access to 2 guidance lessons per trimester supporting the SEL priority standards in K-8 classrooms. 100% of students, staff, and families have consistent and predictable access to a counseling provider through a consistent referral system and a consistent website presence. (K-8) 100% of Counselors and Mental Health Clinicians will attend professional learning</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>development through formal PL sessions and clinical supervision sessions.</p>	<p>through classroom guidance lessons.</p> <p>50% of Counselors and Mental Health Clinicians will facilitate 3 parent connection workshops with their school community.</p> <p>86% of students receiving individual counseling as a service on their IEP and had data collected on them made progress towards or meet their Social Emotional IEP goals.</p>	<p>87% of students surveyed through a representative sample reported they are able to use one or more skills delivered through counselor-delivered classroom guidance lessons.</p> <p>As of April 2024, 33% of Counselors and Mental Health Clinicians have facilitated 3 parent connection workshops with their school community this school year.</p> <p>76% of students receiving individual counseling as a service on their IEP and had data collected on them made progress towards or meet their Social Emotional IEP goals.</p>	<p>around creating Social Emotional Goals</p> <p>By 22-23: 70% of students will report they are able to use one or more skills delivered through classroom guidance lessons. (trimester pulse check) 100% of Counselors and Mental Health Clinicians will facilitate 3 parent connection workshops with their school community. Cajon Valley students will show 30% improvement in student identified proficiency on the SEL standards as measured by the SEL screener. 75% of students receiving individual counseling as a service on their IEP will make progress towards or meet their Social Emotional IEP goals.</p> <p>By 23-24:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>70% of students will report they are able to use one or more skills delivered through classroom guidance lessons. (trimester pulse check)</p> <p>Cajon Valley students will show 40% improvement in student identified proficiency on the SEL standards as measured by the SEL screener.</p> <p>80% of students receiving individual counseling as a service on their IEP will make progress towards or meet their Social Emotional IEP goals.</p>
SEL Priority Standards Completion Rates	<p>We will begin to monitor Social Emotional (SEL) Priority Standards completion during the 21-22 school year. Teachers were introduced to the SEL priority standards</p>	<p>53% of teachers self reported implementation of SEL priority standards.</p>	<p>Across the district, according to principal surveys, 80% of teachers are using the SEL priority standards.</p>	<p>As of mid-year, across the district, according to principal surveys, 80% of teachers are using the SEL priority standards.</p>	<p>By 21-22: 80% of teachers self reported implementation of SEL priority standards.</p> <p>By 22-23:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	during the 20-21 school year.				75% of students will complete identified scope of SEL lessons that align to the SEL priority standards By 23-24: 80% of students will complete identified scope of SEL lessons that align to the SEL priority standards
Safety and Security Metrics	Based on local survey data of admin and office staff: 53.3% reported “I can use Raptor to track occupants in case of emergency.” 40% reported “I can use Raptor to locate the sing-in history or an individual.” 73.3% reported their Raptor System is working and used daily. All classrooms have had initial installation of Lockbloks based on a yearly audit.	Raptor: Of the 28 sites, 3 sites BGHS, Empower, Home School do not have Raptor VMS set up at their sites, to include the district office. 2 sites reported their printer is currently not printing name tags, Crest and Jamacha Elementary. We are working to get all sites to 100% before the end of the year. Lockblok: 84% of classrooms have a Lockblok installed properly.	Raptor: 26/28 School Sites have functioning Raptor System. Empower and Sevick do not use Raptor due to the nature of the programs (Empower on DO property; Sevick is used for assessment and no parent visitors). Professional Learning: Online: 1078 Staff have completed the ALICE Training online training (out of 3121 registered). Required for Certificated, optional for classified.	Raptor: 26/28 School Sites have functioning Raptor System. Empower and Sevick do not use Raptor due to the nature of the programs (Empower on DO property; Sevick is used for assessment and no parent visitors). 1328 (39%) completed the ALICE Training online. Lockblok: 98% of classrooms have Lockblok’s properly installed. Lockbloks	By 21-22: Raptor: 100% of sites will have VMS easily accessible and consistently used for all site visitors. Lockblok: 90% of classrooms have a Lockblok installed properly. Professional Learning: 80% of all staff will be trained on assigned Emergency protocol(s). Campus Safety Leads: 90% of Campus Safety Lead time will be spent in a non-supervisory role

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Professional learning has been completed at all sites through staff meetings, but for the 21-22 school year, this professional learning will be built on Alludo, so all staff (including new staff) can access training on Emergency protocols. Campus Safety leads are currently being used in supervisory roles at all sites in various capacities.</p>	<p>Professional Learning: 12% of all staff will be trained on assigned Emergency protocol(s). Campus Safety Leads: 60% of Campus Safety Lead time will be spent in a non-supervisory role in order to move around campus to observe, prevent, report.</p>	<p>Lockblok: 95% of classrooms have Lockblok's properly installed. Lockbloks are routinely checked on every campus, and specifically during Winter and Spring and Summer breaks.</p> <p>Cajon 365 (Alludo): 247 staff members across the District have completed the Safety Drills mission online. All other site based staff have been trained by principals/admin on site level emergency protocols, including flip charts with all protocols in every room.</p> <p>Campus Safety Leads: CSLs are being used effectively to provide safety and security, build relationships with students and are utilizing the Omnigo Case Management</p>	<p>are routinely checked on every campus, and specifically during Winter and Spring and Summer breaks.</p> <p>Cajon 365 (Alludo): 215 staff members across the District have completed the Safety Drills mission online. All other site based staff have been trained by principals/admin on site level emergency protocols, including flip charts with all protocols in every room.</p> <p>Campus Safety Leads: CSLs are being used effectively to provide safety and security, build relationships with students and are utilizing the Omnigo Case Management System to document their work. At least 95% of their time is being spent in a non-supervisory role.</p>	<p>in order to move around campus to observe, prevent, report.</p> <p>22-23: Raptor: 100% of sites will correctly categorize site visitors in our VMS in order to increase data validity. Lockblok: 95% of classrooms have a Lockblok installed properly. Professional Learning: 85% of all staff will be trained on assigned Emergency protocol. Campus Safety Leads: 95% of Campus Safety Lead time will be spent in a non-supervisory role in order to move around campus to observe, prevent, report.</p> <p>23-24: Raptor: 100% of sites will follow district expectations for documentation of</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			System to document their work. At least 95% of their time is being spent in a non-supervisory role.		safety and security threats in VMS. Lockblok: 100% of classrooms have a Lockblok installed properly. Professional Learning: 90% of all staff will be trained on assigned Emergency protocol. Campus Safety Leads: 100% of Campus Safety Lead time will be spent in a non-supervisory role in order to move around campus to observe, prevent, report.
Local Indicator: Parent and Family Engagement (Priority 3)	Building Partnerships for Student Outcomes: Overall Mean Score: 4.41 Area of Need: Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families (Overall Mean Score 4.09)	Building Partnerships for Student Outcomes: Overall Mean Score: 4.3 Seeking Input for Decision-Making Overall Mean Score: 4.1 Building Relationships between School Staff and Families	The following are based on the local indicator's survey provided to families January 2023: Building Partnerships for Student Outcomes: Overall Mean Score: 4.7 Our area of need continues to be providing targeted FACE professional learning with teachers	The following are based on the local indicator's survey provided to families March and April 2024: Building Partnerships for Student Outcomes: Overall Mean Score: 4.3 Our area of need is supporting families to understand and exercise their legal	21-24: Maintain or Increase overall mean score for each category and the mean score for areas of need 23- 24: Building Partnerships for Student Outcomes: 4.44 (Overall Mean Score)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Seeking Input for Decision-Making Overall Mean Score: 4.41 Area of Need: Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels(Overall Mean Score 4.27)</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.50 Area of Need: Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families</p>	<p>Overall Mean Score: 4.1</p>	<p>regarding Family Teacher Teams.</p> <p>Seeking Input for Decision-Making Overall Mean Score: 4.7 Our area of need continues to be providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.6 Our area of need continues to be providing targeted site professional learning in three main areas: Poverty Simulations, Family Teacher Teams, and Positive Home Visits.</p>	<p>rights and advocate for their own students and all students.</p> <p>Seeking Input for Decision-Making Overall Mean Score: 4.2 Our area of need continues to be providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.2 Our area of need is supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children</p>	<p>Providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families (Overall Mean Score 4.3)</p> <p>Seeking Input for Decision-Making: 4.44 (Overall Mean Score) Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels(Overall Mean Score 4.3)</p> <p>Building Relationships between School Staff and Families: Maintain 4.5 or higher (Overall Mean Score) Developing multiple opportunities for the LEA and school sites to engage in two-way</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Overall Mean Score 4.36)				communication between families and educators using language that is understandable and accessible to families (Overall Mean Score 4.39)
Average Daily Attendance Rate	20/21 95.46% (Average Daily Attendance)	89.94% (Average Daily Attendance)	As of 3/24/23, the Average Daily Attendance Rate is 92.71%.	As of 4/22/24, the Average Daily Attendance Rate is 91.9%.	21-24 The attendance rate will be maintained at least 95% or above.
Middle School Dropout Rate	20/21 0% (Middle School Dropout Rate)	0% (Middle School Dropout Rate)	0% (Middle School Dropout Rate)	.02% (Middle School Dropout Rate, 1 student had dropped out)	21-24 Maintain baseline
Pupil Expulsion Rates	20/21 .006% Expulsion Rate	.019% Expulsion Rate	.039% Expulsion Rate (7 students expelled as of April 2023)	.06% Expulsion Rate (11 students expelled as of April 2024)	21-24 Expulsion rate will be maintained or below 0.05%.
Parental Involvement: Efforts to seek parent involvement and decision making	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils.	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils.	89% of all Newcomer families participated in a Newcomer Welcome Meeting. We are continuing to offer group newcomer meeting for our Afghan community to	65% of all Newcomer families participated in a Newcomer Welcome Meeting. We are continuing to offer group newcomer meeting for our Afghan community to	21-24 Maintain baseline Increase # of Newcomer families attending Newcomer Welcome meetings by annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of schools have a School Site Council</p> <p>100% of Title I schools have an English Learner Advisory Council</p> <p>100% of Title I schools are able to select a site representative for the District English Learner Advisory Council</p> <p>100% of schools are able to select a representative for the LCAP Committee</p> <p>100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>85% of all Newcomer families participated in a Newcomer Welcome, increasing their participation in DELAC and site meetings.</p>	<p>100% of schools have a School Site Council</p> <p>100% of Title I schools have an English Learner Advisory Council</p> <p>100% of Title I schools are able to select a site representative for the District English Learner Advisory Council</p> <p>100% of schools are able to select a representative for the LCAP Committee.</p> <p>100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>72% of all Newcomer families participated in a Newcomer Welcome, increasing their participation in DELAC and site meetings.</p>	<p>help maximize our current number of Afghan Community Liaisons.</p> <p>100% of schools have a School Site Council</p> <p>100% of Title I schools have an English Learner Advisory Council</p> <p>100% of Title I schools are able to select a site representative for the District English Learner Advisory Council</p> <p>100% of schools are able to select a representative for the LCAP Committee.</p> <p>100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p>	<p>help maximize our current number of Afghan Community Liaisons.</p> <p>100% of schools have a School Site Council</p> <p>100% of Title I schools have an English Learner Advisory Council</p> <p>100% of Title I schools are able to select a site representative for the District English Learner Advisory Council</p> <p>100% of schools are able to select a representative for the LCAP Committee.</p> <p>100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p>	<p>21-22 87% of all Newcomer families participated in a Newcomer Welcome, increasing their participation in DELAC and site meetings.</p> <p>22-23 89% of all Newcomer families participated in a Newcomer Welcome, increasing their participation in DELAC and site meetings.</p> <p>23-24 90% of all Newcomer families participated in a Newcomer Welcome, increasing their participation in DELAC and site meetings.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Involvement, Promotion of parental participation (LCFF 3)	<p>Parent participation is strongly encouraged and solicited districtwide:</p> <p>100% of elementary schools conduct parent/teacher conference 1 or more times throughout the year</p> <p>100% of schools host a "Back-to-School Curriculum Night"</p> <p>100% of elementary schools host a spring Celebration of Learning event</p> <p>With a focus on unduplicated and exceptional needs student, the district promotes 100% parent participation in programs for all sites through the following services: ~Utilizing Parent Square communication to send information directly to each parent</p>	<p>Parent participation is strongly encouraged and solicited districtwide:</p> <p>100% of elementary schools conduct parent/teacher conference 1 or more times throughout the year</p> <p>100% of schools host a "Back-to-School Curriculum Night"</p> <p>100% of elementary schools host a spring Celebration of Learning event</p> <p>With a focus on unduplicated and exceptional needs student, the district promotes 100% parent participation in programs for all sites through the following services: ~Utilizing Parent Square communication to send information directly to each parent</p>	<p>Parent participation is strongly encouraged and solicited districtwide:</p> <p>100% of elementary schools conduct parent/teacher conference 1 or more times throughout the year</p> <p>100% of schools host a "Back-to-School Curriculum Night"</p> <p>100% of elementary schools host a spring Celebration of Learning event</p> <p>With a focus on unduplicated and exceptional needs student, the district promotes 100% parent participation in programs for all sites through the following services: ~Utilizing Parent Square communication to send information directly to each parent</p>	<p>Parent participation is strongly encouraged and solicited districtwide:</p> <p>100% of elementary schools conduct parent/teacher conference 1 or more times throughout the year</p> <p>100% of schools host a "Back-to-School Curriculum Night"</p> <p>100% of elementary schools host a spring Celebration of Learning event</p> <p>With a focus on unduplicated and exceptional needs student, the district promotes 100% parent participation in programs for all sites through the following services: ~Utilizing Parent Square communication to send information directly to each parent</p>	21-24 Maintain baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>through email, phone, or via text message. ~Posting events on district and site websites. ~ELOP Before and after school programs ~Site specific advisory councils and parent meetings/town halls. ~Annual Parent Surveys</p>	<p>through email, phone, or via text message. ~Posting events on district and site websites. ~ELOP Before and after school programs ~Site specific advisory councils and parent meetings/town halls. ~Annual Parent Surveys</p>	<p>through email, phone, or via text message. ~Posting events on district and site websites. ~ELOP Before and after school programs ~Site specific advisory councils and parent meetings/town halls. ~Annual Parent Surveys</p> <p>2 additional sites will be trained in the Spring of 2023. After a survey of sites we have 14 additional sites interested in the Poverty Simulation during the next school year. Additionally, from the survey we have 12 sites interested in an initial or a refresher FTT training for the following school year.</p>	<p>through email, phone, or via text message. ~Posting events on district and site websites. ~ELOP Before and after school programs ~Site specific advisory councils and parent meetings/town halls. ~Annual Parent Surveys</p> <p>As of 4/25/24, 9 out of poverty simulations were completed with one more scheduled this school year. Family Teacher Team (FTT) trainings was included in Principal Leadership Meetings conducted at school sites.</p>	
Parental Involvement, Promotion of parental participation (Home Visits)	Prior to school closures in the 19-20 school year, 98 unduplicated and exceptional needs	Due to the continued impact of the COVID19 pandemic, we only conducted 14 home visits during the	After a survey of principals, we learned that there were an additional 160 Positive home visits during the	As of April 2024, staff has completed 366 Positive Home Visits.	21-24 Increase the number of home visits by 5% annually (For example, 21-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students students/families received a home visit to build positive relationships.	21-22 school year. We will be kicking off our Home Visit Grant program this summer to restart this initiative.	school year after the summer home visit project for a grand total of 307 Positive Home visits.		school year we will conduct 103 home visits).

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.

CVUSD was able to successfully implement nearly all planned actions related to Goal 2. Additional Assistant Principals were hired due to rising enrollment. This allowed for increased support, supervision and connectedness with students. Furthermore, individual coaching sessions were provided for all assistant principals (Action 2.1). The Student Support Program Leads facilitated staff professional development sessions and created student resources to increase engagement and positive behavior in learning environments. Additionally, training sessions and educational modules covering state-mandated topics like bullying, human trafficking prevention, and suicide prevention were conducted (Actions 2.3-2.5).

We increased front office support by increasing the number of site office assistants. Site Administrative Assistant leads provided professional development opportunities for office staff and commenced the creation of training manuals for each front office position. The CVUSD Family Resource Center was opened to assist families with enrollment and access to district programs and services (Actions 2.6 & 2.7). Site services were enhanced by increasing custodial and ground staff for the school year (Actions 2.14 and 2.16).

On-site counseling services were expanded with increasing enrollment. Counselors offered responsive services to students and families. They handled help desk tickets and delivered guidance lessons for classrooms, alongside mandatory counseling services for students with Individualized Education Programs (Action 2.18). Translation services were fully implemented, with plans for further expansion due to increased enrollment (Action 2.21).

Recognizing the significant enrollment of English learners, our liaison supervisor supported families and conducted parent education courses throughout the school year (Actions 2.22, 2.25, and 2.32).

Our Homeless and Foster Liaison provided essential services and resources for student success at school. This included on-site staff trainings and, with additional grant funding, temporary local hotel housing was offered (Action 2.34).

Campus safety was prioritized with increased staffing for the school year. This facilitated site security, district-wide coordination, and the establishment of positive relationships with students on campus (Action 2.33).

Much-awaited water filling stations were installed at all school sites, ensuring access to fresh and sanitary drinking water for students (Action 2.28).

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

In analyzing Goal 2, we found several disparities between projected and actual expenditures. Actions with staffing costs increased due to the negotiated bargaining unit settlement salary increase. Costs for hiring program specialists and assistant principals (2.01.18 & 2.05.17) exceeded expectations due to increasing enrollment and staffing formulas, resulting in additional expenditures. An unforeseen surge in districtwide enrollment created the need for additional counselors and translation services (2.18.16 & 2.21.16), incurring additional personnel expenses to accommodate growth. Facility project costs came in higher than anticipated for the water diversion and drainage project and water filling station completion (2.13 & 2.38). A focus on site safety due to education partner feedback led to an increase in District security plans and costs (2.12). Finally, reallocating some staffing costs to federal funds and available grants reduced anticipated costs for community and homeless/foster liaisons (2.23.18 & 2.32 & 2.34).

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

Several key initiatives have enhanced operational effectiveness and support across our district. Community liaisons have significantly boosted parent engagement, surpassing other districts in Parent Gallup Engagement percentages and reflecting strong community ties. While family engagement is a source of pride, there is a notable demand for specific language support and on-site access across all sites, causing scheduling challenges during simultaneous needs. Our comprehensive counseling program, guided by a defined model, ensures counselors balance foundational practices, skills instruction, and responsive services aligned with assembly bill requirements and essential school and workplace success skills. Despite effective central guidance from the lead counselor, now a program specialist, larger elementary schools face challenges in meeting student needs with current allocations. The Gallup Survey remains a strong tool for capturing student, parent, and staff experiences, though concerns exist about its comprehensive response capabilities. Campus Safety Coordinators (CSLs) are pivotal in ensuring campus safety through observation, prevention, and reporting, alongside mentoring and behavior interventions, with documentation in Omnigo. However, CSLs require clearer role clarity, especially in critical incident responses and enhanced documentation. Custodial services have been bolstered with increased frequency and dedicated roving custodians.

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.

Metric/Outcome Changes: In order to better disaggregate and make sense of our suspension rate, we will be adding additional break downs for the following groups, Middle School, K-8, K-6, K-5 schools, as well as Newcomers (Less than 2 year in US schools) and students with multiple suspensions. We found our counseling, safety and security, and Assistant Principal effectiveness metrics to be too specific and more

focused on implementation than student impact. We will be removing these metrics, and instead looking at tracking the desired outcomes of these programs when they are being successful. In order to measure Social Emotional Learning, we will move away from standards implementation to skill based surveys that measure teacher confidence and needs around focus areas. For parent involvement, we will continue to measure our efforts for seeking parent involvement and decision making, but will add additional metrics around Family Teacher Teams, site family engagement plans, and staff capacity.

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 excel in reading, writing, listening, speaking, and mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials) (Priority 1)	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	21-24 There will be no teacher misassignments including English Language Learners. There will be no vacant teacher positions. There will be no students without access to their own copy of standards-aligned instructional materials for use at school and at home.
Teacher Professional Learning	In the 20-21 school year, 56% of teachers completed iReady Training.	27% of certificated staff completed iReady Training during the 21-22 school year.	15% of certificated staff completed iReady Training during the 22-23 school year on Alludo.	2.6% of certificated staff completed iReady Training during the 23-24 school year on Alludo.	21-22: 70% of certificated staff complete Alludo “iReady” course. 22-23: 75% of certificated staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Additionally, 30.2% of certificate staff attended iReady professional learning sessions throughout the year.	Additionally, 5% of staff attended iReady professional learning sessions throughout the year.	complete Alludo “iReady” course. 23-24: 80% of certificated staff complete Alludo “iReady” course.
iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	<p>Based on Diagnostic #2 Data given in February 2021:</p> <p>52% of all students are expected to reach "one year's growth" by diagnostic #3.</p> <p>47% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>51% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>52% of Socioeconomically Disadvantaged students are expected to reach "one year's</p>	<p>As of Diagnostic 2 (Feb 2022), 60% of all students were “on track” to make “one year’s growth.</p> <p>54% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>61% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>As of Diagnostic 2 (Feb 2022), 60% of all students were “on track” to make “one year’s growth.</p> <p>56% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>59% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>As of Diagnostic 2 (Feb 2024), 60% of all students were “on track” to make “one year’s growth.</p> <p>56% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>61% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>21-22, 70% of students will reach "one year's growth" by the end of the year.</p> <p>22-23, 75% of students will reach "one year's growth" by the end of the year.</p> <p>23-24, 80% of students will reach "one year's growth" by the end of the year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>growth" by diagnostic #3.</p> <p>50% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>52% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>54% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>49% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>61% of Foster students are expected to reach "one year's</p>	<p>58% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>68% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>63% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>47% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>56% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>61% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>63% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>61% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>50% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>58% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>67% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>68% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>69% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>growth" by diagnostic #3.</p> <p>60% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>59% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>53% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>55% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	
iReady Diagnostic Results (ELA)	<p>Based on Diagnostic #2 Data given in February 2021, All Students: K-8 Tier 1 (on or above grade level): 35% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 34%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 25% Tier 3 (two of more grade levels below): 61%</p> <p>English Learners:</p>	<p>As of Diagnostic 2 (Feb 2022), 42% of all students were projected to be on or above grade level by end of year.</p> <p>Tier 1 (on or above grade level): 34%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 14% Projected Tier 1 by End of Year: 14%</p> <p>English Learners: Tier 1 (on or above grade level): 13% Projected Tier 1 by End of Year: 13%</p>	<p>As of Diagnostic 2 (Feb 2023), 37% of all students were projected to be on or above grade level by end of year.</p> <p>Tier 1 (on or above grade level): 32%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 12% Projected Tier 1 by End of Year: 13%</p> <p>English Learners: Tier 1 (on or above grade level): 10% Projected Tier 1 by End of Year: 10%</p>	<p>Based on Diagnostic #2 Data given in February 2024, 35% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 31% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 38% Projected Tier 1 by end of year: 35%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 12%</p>	<p>All Students 21-22, Tier 1 (on or above grade level): 40% 22-23, Tier 1 (on or above grade level): 42% 24-25, Tier 1 (on or above grade level): 44%</p> <p>Students with Disabilities 21-22, Tier 1 (on or above grade level): 20% 22-23, Tier 1 (on or above grade level): 22% 24-25, Tier 1 (on or above grade level): 24%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Tier 1 (on or above grade level): 15%</p> <p>Tier 2 (one grade level below): 31%</p> <p>Tier 3 (two of more grade levels below): 54%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 27%</p> <p>Tier 2 (one grade level below): 33%</p> <p>Tier 3 (two of more grade levels below): 41%</p> <p>African American: Tier 1 (on or above grade level): 25%</p> <p>Tier 2 (one grade level below): 35%</p> <p>Tier 3 (two of more grade levels below): 41%</p> <p>American Indian: Tier 1 (on or above grade level): 49%</p> <p>Tier 2 (one grade level below): 25%</p> <p>Tier 3 (two of more grade levels below): 25%</p>	<p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 26%</p> <p>Projected Tier 1 by End of Year: 33%</p> <p>African American: Tier 1 (on or above grade level): 30%</p> <p>Projected Tier 1 by End of Year: 35%</p> <p>American Indian: Tier 1 (on or above grade level): 43%</p> <p>Projected Tier 1 by End of Year: 57%</p> <p>Asian: Tier 1 (on or above grade level): 33%</p> <p>Projected Tier 1 by End of Year: 41%</p> <p>White: Tier 1 (on or above grade level): 38%</p> <p>Projected Tier 1 by End of Year: 47%</p> <p>Hispanic: Tier 1 (on or above grade level): 29%</p>	<p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 32%</p> <p>Projected Tier 1 by End of Year: 37%</p> <p>African American: Tier 1 (on or above grade level): 26%</p> <p>Projected Tier 1 by End of Year: 31%</p> <p>American Indian: Tier 1 (on or above grade level): 40%</p> <p>Projected Tier 1 by End of Year: 51%</p> <p>Asian: Tier 1 (on or above grade level): 27%</p> <p>Projected Tier 1 by End of Year: 31%</p> <p>White: Tier 1 (on or above grade level): 35%</p> <p>Projected Tier 1 by End of Year: 41%</p> <p>Hispanic: Tier 1 (on or above grade level): 27%</p>	<p>Tier 2 (one grade level below): 27%</p> <p>Tier 3 (two of more grade levels below): 61%</p> <p>Projected Tier 1 by end of year: 13%</p> <p>English Learners: Tier 1 (on or above grade level): 10%</p> <p>Tier 2 (one grade level below): 29%</p> <p>Tier 3 (two of more grade levels below): 61%</p> <p>Projected Tier 1 by end of year: 6%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 24%</p> <p>Tier 2 (one grade level below): 32%</p> <p>Tier 3 (two of more grade levels below): 44%</p> <p>Projected Tier 1 by end of year: 27%</p> <p>African American: Tier 1 (on or above grade level): 26%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Asian: Tier 1 (on or above grade level): 40% Tier 2 (one grade level below): 28% Tier 3 (two of more grade levels below): 32%</p> <p>White: Tier 1 (on or above grade level): 39% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 30%</p> <p>Hispanic: Tier 1 (on or above grade level): 29% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 39%</p> <p>Foster Youth: Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 23%</p>	<p>Projected Tier 1 by End of Year: 37%</p> <p>Foster Youth: Tier 1 (on or above grade level): 27% Projected Tier 1 by End of Year: 32%</p> <p>Homeless: Tier 1 (on or above grade level): 13% Projected Tier 1 by End of Year: 20%</p>	<p>Projected Tier 1 by End of Year: 33%</p> <p>Foster Youth: Tier 1 (on or above grade level): 28% Projected Tier 1 by End of Year: 35%</p> <p>Homeless: Tier 1 (on or above grade level): 18% Projected Tier 1 by End of Year: 20%</p>	<p>Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 41% Projected Tier 1 by end of year: 29%</p> <p>American Indian: Tier 1 (on or above grade level): 37% Tier 2 (one grade level below): 30% Tier 3 (two of more grade levels below): 3% Projected Tier 1 by end of year: 44%</p> <p>Asian: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 30% Tier 3 (two of more grade levels below): 45% Projected Tier 1 by end of year: 27%</p> <p>White: Tier 1 (on or above grade level): 35% Tier 2 (one grade level below): 30%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Tier 3 (two of more grade levels below): 32%</p> <p>Homeless: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 20% Tier 3 (two of more grade levels below): 38%</p>			<p>Tier 3 (two of more grade levels below): 35% Projected Tier 1 by end of year: 38%</p> <p>Hispanic: Tier 1 (on or above grade level): 27% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 40% Projected Tier 1 by end of year: 32%</p> <p>Foster Youth: Tier 1 (on or above grade level): 28% Tier 2 (one grade level below): 28% Tier 3 (two of more grade levels below): 38%</p> <p>Homeless: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 41%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Accountability Dashboard: CAASPP Assessments (ELA)	<p>18-19 Fall 2019 Dashboard English Language Arts Indicator:</p> <p>All Students Indicator Color: Orange 25.5 points below standard Maintained 1.9 points</p> <p>All Student Groups by Performance Level</p> <p>Red: Students with Disabilities 111.8 points below standard Maintained 0.9 points</p> <p>Orange: Asian 13.3 points below standard Declined 10.2 points</p> <p>Hispanic 40.4 points below standard Maintained -0.8 points</p> <p>Homeless</p>	<p>Due to the suspension of the accountability dashboard for the 19-20 and 20-21 school years, we do not have current dashboard data.</p>	<p>Based on the 2022 Dashboard:</p> <p>All Students: 39.1 points below standard Performance Level Low</p> <p>Students with Disabilities: 116.6 points below standard Performance Level Very Low</p> <p>English Learners: 71.8 points below standard Performance Level Very Low</p> <p>Homeless: 98.5 points below standard Performance Level Very Low</p> <p>Asian: 27.3 points below standard Performance Level Low</p> <p>Hispanic:</p>	<p>Based on the 2023 Dashboard:</p> <p>All Students (Orange): 46.4 points below standard Performance Level Low</p> <p>Red: English Learners: 84.4 points below standard Declined 13.6 points</p> <p>Homeless: 113.2 points below standard Declined 14.7 points</p> <p>Foster Youth: 98.8 points below standard Declined 30.8 points</p> <p>Orange: African American: 68.1 points below standard Declined 5.8 points</p> <p>Asian: 58.8 points below standard Declined 31.5 points</p>	<p>21-22: Increase all students by 5 points each year, Increase student groups by 10 points each year. - We will not have dashboard data for this year, so we will look at local assessment to determine growth.</p> <p>All Students 20.5 points below standard Increase 5 points</p> <p>Students with Disabilities 101.8 points below standard Increase 10 points</p> <p>22-23:</p> <p>All Students 15.5 points below standard Increase 5 points</p> <p>Students with Disabilities 91.8 points below standard Increase 10 points</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>68.8 points below standard Declined 11.4 points</p> <p>Pacific Islander 25.1 points below standard Declined 16.4 points</p> <p>Socioeconomically Disadvantaged 48.5 points below standard Maintained 1.9 points</p> <p>Yellow: African American 49.6 points below standard Increased 22.3 points</p> <p>English Learners 58.8 points below standard Increased 3.8 points</p> <p>Foster Youth 58.8 points below standard Increased 22.3 points</p> <p>White: 14.1 points below standard Increased 4.1 points</p>		<p>56.1 points below standard Performance Level Low</p> <p>Foster Youth: 68 points below standard Performance Level Low</p> <p>Pacific Islander: 29.6 points below standard Performance Level Low</p> <p>Socioeconomically Disadvantaged: 57.5 points below standard Performance Level Low</p> <p>Two or More Races: 29.1 points below standard Performance Level Low</p> <p>White: 25.5 points below standard Performance Level Low</p>	<p>Hispanic: 59.1 points below standard Declined 3 points</p> <p>Pacific Islander: 40.2 points below standard Declined 10.6 points</p> <p>Socioeconomically Disadvantaged: 63.5 points below standard Declined 6 points</p> <p>Students with Disabilities: 113.7 points below standard Increased 3.4 points</p> <p>White: 35.2 points below standard Declined 9.7 points</p> <p>Yellow: Two or More Races: 25 points below standard Increased 4.1 points</p> <p>Blue:</p>	<p>23-24: All Students 10.5 points below standard Increase 5 points</p> <p>Students with Disabilities 81.8 points below standard Increase 10 points</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Green Filipino 35.2 points above standard Maintained 2 points</p> <p>Two or More Races 4.9 points below standard Increased 4.8 points</p>		<p>Filipino: 14 points above standard Performance Level High</p>	<p>Filipino: 39.6 points above standard Increased 25.6 points</p>	
CAASPP Achievement Levels (ELA)	<p>18-19 CAASPP ELA Achievement Levels: 41.75% of all students met or exceeded standard. 10.32% of all Students with Disabilities met or exceeded standard 10.5% of all English Language Learners met or exceeded standard</p>	<p>Due to the suspension of CAASPP for the 19-20 and our district choice to use local assessment (iReady) for 20-21 we do not have current dashboard data.</p> <p>Local Assessment Data: (K-8) 43% were at grade level on the iReady Diagnostic.</p> <p>18% of Students with Disabilities were at grade level on the iReady Diagnostic.</p> <p>21% of English Learners were at</p>	<p>21-22 CAASPP ELA Achievement Levels: 47.06% of all students met or exceeded standard.</p> <p>35.24% of all Students with Disabilities met or exceeded standard</p> <p>12.47% of all English Language Learners met or exceeded standard</p> <p>35.24% of all students who are Socio Economically Disadvantaged met or exceeded standard</p>	<p>22-23 CAASPP ELA Achievement Levels: 46.6% of all students met or exceeded standard.</p> <p>15.75% of all Students with Disabilities met or exceeded standard</p> <p>10.87% of all English Language Learners met or exceeded standard</p> <p>35.27% of all students who are Socio Economically Disadvantaged met or exceeded standard</p>	<p>21-22: Increase students at met or exceeded standard by 2% each year. 43.75% of all students met or exceeded standard. 12.32% of all Students with Disabilities met or exceeded standard 12.5% of all English Language Learners met or exceeded standard</p> <p>22-23: 45.75% of all students met or exceeded standard. 14.32% of all Students with Disabilities met or exceeded standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		grade level on the iReady Diagnostic.	<p>27.29% of all students who are Homeless met or exceeded standard</p> <p>20.64% of Foster Youth met or exceeded standard</p> <p>33.25% of all students who are American Indian met or exceeded standard</p> <p>75.27% of all students who are Asian met or exceeded standard</p> <p>30.33% of all students who are African American met or exceeded standard</p> <p>70.02% of all students who are Filipino met or exceeded standard</p> <p>36.40% of all students who are Hispanic met or exceeded standard</p> <p>39.68% of all students who are Native Hawaiian or Pacific</p>	<p>25.80% of all students who are Homeless met or exceeded standard</p> <p>19.43% of Foster Youth met or exceeded standard</p> <p>33.85% of all students who are American Indian met or exceeded standard</p> <p>74.70% of all students who are Asian met or exceeded standard</p> <p>29.85% of all students who are African American met or exceeded standard</p> <p>70.05% of all students who are Filipino met or exceeded standard</p> <p>36.08% of all students who are Hispanic met or exceeded standard</p> <p>38.52% of all students who are Native Hawaiian or Pacific</p>	<p>14.5% of all English Language Learners met or exceeded standard</p> <p>23-24: 47.75% of all students met or exceeded standard.</p> <p>16.32% of all Students with Disabilities met or exceeded standard</p> <p>16.5% of all English Language Learners met or exceeded standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Islander met or exceeded standard</p> <p>59.88% of all students who are Two or More Races met or exceeded standard</p> <p>61.36% of all students who are White met or exceeded standard</p>	<p>Islander met or exceeded standard</p> <p>58.82% of all students who are Two or More Races met or exceeded standard</p> <p>60.72% of all students who are White met or exceeded standard</p>	
iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	<p>Based on Diagnostic #2 Data given in February 2021:</p> <p>48% of all students are "on track" to reach "one year's growth" by diagnostic #3.</p> <p>46% of all students with disabilities are "on track" to reach "one year's growth" by diagnostic #3.</p> <p>48% of English learners are "on track" to reach "one year's growth" by diagnostic #3.</p>	<p>As of Diagnostic 2 (Feb 2022),</p> <p>58% of all students were "on track" to make "one year's growth."</p> <p>55% of all students with disabilities are "on track" to reach "one year's growth" by diagnostic #3.</p> <p>60% of English learners are "on track" to reach "one year's growth" by diagnostic #3.</p>	<p>As of Diagnostic 2 (Feb 2022), 56% of all students were "on track" to make "one year's growth."</p> <p>55% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>56% of Socioeconomically</p>	<p>As of Diagnostic 2 (Feb 2024), 58% of all students were "on track" to make "one year's growth."</p> <p>55% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of Socioeconomically</p>	<p>21-22, 70% of students will reach "one year's growth" by the end of the year.</p> <p>21-23, 75% of students will reach "one year's growth" by the end of the year.</p> <p>23-24, 80% of students will reach "one year's growth" by the end of the year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>49% of Socioeconomically Disadvantaged students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>43% of African American students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>43% of American Indian students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>51% of Asian students “on track” to reach "one year's growth" by diagnostic #3.</p> <p>50% of White students “on track” to reach "one year's growth" by diagnostic #3.</p> <p>48% of Hispanic students are “on track” to reach "one year's</p>	<p>59% of Socioeconomically Disadvantaged students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>57% of African American students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>66% of American Indian students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>63% of Asian students “on track” to reach "one year's growth" by diagnostic #3.</p> <p>60% of White students “on track” to reach "one year's growth" by diagnostic #3.</p> <p>58% of Hispanic students are “on track” to reach "one year's</p>	<p>Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>56% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>56% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>53% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>54% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>62% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>62% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>59% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>growth" by diagnostic #3.</p> <p>58% of Foster students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>53% of Homeless students are “on track” to reach "one year's growth" by diagnostic #3.</p>	<p>growth" by diagnostic #3.</p> <p>63% of Foster students are “on track” to reach "one year's growth" by diagnostic #3.</p> <p>53% of Homeless students are “on track” to reach "one year's growth" by diagnostic #3.</p>	<p>42% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>54% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>70% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>59% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	
iReady Diagnostic Results (Math)	<p>Based on Diagnostic #2 Data given in February 2021, All Students: Tier 1 (on or above grade level): 27% Tier 2 (one grade level below): 41% Tier 3 (two of more grade levels below): 32%</p> <p>Students with Disabilities: Tier 1 (on or above grade level):11% Tier 2 (one grade level below): 30%</p>	<p>All Students: Tier 1 (on or above grade level): 25% Projected Tier 1 by End of Year: 25%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 9% Projected Tier 1 by End of Year: 7%</p> <p>Foster Youth: Tier 1 (on or above grade level): 17% Projected Tier 1 by End of Year: 29%</p>	<p>As of Diagnostic 2 (Feb 2023), 23% of all students were projected to be on or above grade level by end of year.</p> <p>Tier 1 (on or above grade level): 27%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 9% Projected Tier 1 by End of Year: 9%</p> <p>English Learners:</p>	<p>Based on Diagnostic #2 Data given in February 2024, 26% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 36% Projected Tier 1 by end of year: 26%</p>	<p>All Students: 21-22, Tier 1 (on or above grade level): 32% 22-23, Tier 1 (on or above grade level): 34% 24-25, Tier 1 (on or above grade level): 36%</p> <p>Students with Disabilities: 21-22, Tier 1 (on or above grade level): 16% 22-23,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Tier 3 (two of more grade levels below): 60%</p> <p>English Learners: Tier 1 (on or above grade level): 12% Tier 2 (one grade level below): 39% Tier 3 (two of more grade levels below): 49%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 20% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 38%</p> <p>African American: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 43%</p> <p>American Indian: Tier 1 (on or above grade level): 34%</p>	<p>Homeless: Tier 1 (on or above grade level): 7% Projected Tier 1 by End of Year: 14%</p> <p>English Learners: Tier 1 (on or above grade level): 8% Projected Tier 1 by End of Year: 7%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 17% Projected Tier 1 by End of Year: 17%</p> <p>African American: Tier 1 (on or above grade level): 16% Projected Tier 1 by End of Year: 13%</p> <p>American Indian: Tier 1 (on or above grade level): 33% Projected Tier 1 by End of Year: 31%</p> <p>Asian: Tier 1 (on or above grade level): 25%</p>	<p>Tier 1 (on or above grade level): 6% Projected Tier 1 by End of Year: 7%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 23% Projected Tier 1 by End of Year: 27%</p> <p>African American: Tier 1 (on or above grade level): 14% Projected Tier 1 by End of Year: 14%</p> <p>American Indian: Tier 1 (on or above grade level): 28% Projected Tier 1 by End of Year: 32%</p> <p>Asian: Tier 1 (on or above grade level): 28% Projected Tier 1 by End of Year: 32%</p> <p>White: Tier 1 (on or above grade level): 35% Projected Tier 1 by End of Year: 41%</p>	<p>Students with Disabilities: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 53% Projected Tier 1 by end of year: 10%</p> <p>English Learners: Tier 1 (on or above grade level): 6% Tier 2 (one grade level below): 38% Tier 3 (two of more grade levels below): 57% Projected Tier 1 by end of year: 6%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 43% Projected Tier 1 by end of year: 18%</p>	<p>Tier 1 (on or above grade level): 18% 24-25, Tier 1 (on or above grade level): 20%</p> <p>Foster Youth: 21-22, Tier 1 (on or above grade level): 20% 22-23, Tier 1 (on or above grade level): 22% 24-25, Tier 1 (on or above grade level): 24%</p> <p>Homeless: 21-22, Tier 1 (on or above grade level): 13% 22-23, Tier 1 (on or above grade level): 15% 23-24, Tier 1 (on or above grade level): 17%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Tier 2 (one grade level below): 44%</p> <p>Tier 3 (two of more grade levels below): 22%</p> <p>Asian: Tier 1 (on or above grade level):33%</p> <p>Tier 2 (one grade level below): 38%</p> <p>Tier 3 (two of more grade levels below):28%</p> <p>White: Tier 1 (on or above grade level): 32%</p> <p>Tier 2 (one grade level below): 41%</p> <p>Tier 3 (two of more grade levels below): 27%</p> <p>Hispanic: Tier 1 (on or above grade level): 20%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 38%</p> <p>Foster:</p>	<p>Projected Tier 1 by End of Year: 29%</p> <p>White: Tier 1 (on or above grade level): 29%</p> <p>Projected Tier 1 by End of Year: 30%</p> <p>Hispanic: Tier 1 (on or above grade level): 18%</p> <p>Projected Tier 1 by End of Year: 18%</p>	<p>Hispanic: Tier 1 (on or above grade level): 16%</p> <p>Projected Tier 1 by End of Year: 20%</p> <p>Foster Youth: Tier 1 (on or above grade level): 12%</p> <p>Projected Tier 1 by End of Year: 20%</p> <p>Homeless: Tier 1 (on or above grade level): 8%</p> <p>Projected Tier 1 by End of Year: 10%</p>	<p>African American: Tier 1 (on or above grade level): 14%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 45%</p> <p>Projected Tier 1 by end of year: 16%</p> <p>American Indian: Tier 1 (on or above grade level): 24%</p> <p>Tier 2 (one grade level below): 45%</p> <p>Tier 3 (two of more grade levels below): 31%</p> <p>Projected Tier 1 by end of year: 32%</p> <p>Asian: Tier 1 (on or above grade level): 16%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 42%</p> <p>Projected Tier 1 by end of year: 22%</p> <p>White:</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Tier 1 (on or above grade level): 15%</p> <p>Tier 2 (one grade level below): 33%</p> <p>Tier 3 (two of more grade levels below): 31%</p> <p>Homeless:</p> <p>Tier 1 (on or above grade level): 8%</p> <p>Tier 2 (one grade level below): 28%</p> <p>Tier 3 (two of more grade levels below): 35%</p>			<p>Tier 1 (on or above grade level): 26%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 32%</p> <p>Projected Tier 1 by end of year: 30%</p> <p>Hispanic:</p> <p>Tier 1 (on or above grade level): 17%</p> <p>Tier 2 (one grade level below): 43%</p> <p>Tier 3 (two of more grade levels below): 40%</p> <p>Projected Tier 1 by end of year: 20%</p> <p>Foster Youth:</p> <p>Tier 1 (on or above grade level): 17%</p> <p>Tier 2 (one grade level below): 32%</p> <p>Tier 3 (two of more grade levels below): 43%</p> <p>Homeless:</p> <p>Tier 1 (on or above grade level): 10%</p> <p>Tier 2 (one grade level below): 39%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Tier 3 (two of more grade levels below): 48%	
California Accountability Dashboard: CAASPP Assessments (Math)	<p>18-19 Fall 2019 Dashboard Math Indicator:</p> <p>All Students Indicator Color: Orange 52.2 points below standard Maintained 0.8 points</p> <p>All Student Groups by Performance Level</p> <p>Red: Students with Disabilities 137.2 points below standard Maintained 0.9 points</p> <p>Foster Youth 95.4 points below standard Declined 4.5 points</p> <p>Homeless 95.8 points below standard Declined 5.4 points</p>	Due to the suspension of CAASPP for the 19-20 and our district choice to use local assessment (iReady) for 20-21 we do not have current dashboard data.	<p>"Based on the 2022 Dashboard:</p> <p>All Students: 72.7 points below standard Performance Level Low</p> <p>African American: 107.7 points below standard Performance Level Very Low</p> <p>English Learner: 102 points below standard Performance Level Very Low</p> <p>Foster Youth: 95.6 points below standard Performance Level Very Low</p> <p>Homeless: 120.3 points below standard</p>	<p>Based on the 2023 Dashboard:</p> <p>All Students (Orange) 74.5 points below standard Maintained -1.7 points</p> <p>Red: African American: 105 points below standard Maintained 2.7 points</p> <p>English Learners: 110 points below standard Declined 8 points</p> <p>Homeless: 144.2 points below standard Declined 23.9 points</p> <p>Foster Youth: 127.9 points below standard Declined 37 points</p> <p>Orange:</p>	<p>21-22: Increase all students by 3 points each year, Increase student groups by 5 points each year.</p> <p>All Students: 49.2 points below standard Increase 3 points</p> <p>Students with Disabilities 132.2 points below standard Increase 5 points</p> <p>Foster Youth 90.4 points below standard Increase 5 points</p> <p>Homeless 90.8 points below standard Increase 5 points</p> <p>22-23: All Students:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Orange: English Learners 79.8 points below standard Maintained 1.3 Points</p> <p>Hispanic 71.3 points below standard Maintained -1.7 points</p> <p>Two or More Races 30.3 points below standard Maintained 2 points</p> <p>Pacific Islander 51.5 points below standard Declined 15.4 points</p> <p>Socioeconomically Disadvantaged 74.5 points below standard Maintained 0.3 points</p> <p>Yellow: African American 92.7 points below standard Increased 4.8 points</p> <p>Asian</p>		<p>Performance Level Very Low</p> <p>Students with Disabilities: 144.1 points below standard Performance Level Very Low</p> <p>Asian: 48.8 points below standard Performance Level Low</p> <p>Filipino: 36.7 points below standard Performance Level Low</p> <p>Hispanic: 95 points below standard Performance Level Low</p> <p>Two or More Races: 73.4 points below standard Performance Level Low</p> <p>Pacific Islander:</p>	<p>Asian: 68.8 points below standard Declined 20 points</p> <p>Socioeconomically Disadvantaged: 90 points below standard Declined .3 point</p> <p>Students with Disabilities: 138.8 points below standard Increased 7 points</p> <p>White: 60.3 points below standard Declined 5.8 points</p> <p>Yellow: Hispanic: 91.9 points below standard Increased 3.1 points</p> <p>Two or More Races: 56.5 points below standard Increased 19.5 points</p> <p>Pacific Islander:</p>	<p>46.2 points below standard Increase 3 points</p> <p>Students with Disabilities 137.2 points below standard Increase 5 points</p> <p>Foster Youth 85.4 points below standard Increase 5 points</p> <p>Homeless 85.8 points below standard Increase 5 points</p> <p>24-25: All Students: 41.2 points below standard Increase 3 points</p> <p>Students with Disabilities 132.2 points below standard Increase 5 points</p> <p>Foster Youth 80.4 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>20.6 points below standard Declined 3.3 points</p> <p>White: 37.2 points below standard Increased 3.4 points</p> <p>Green Filipino: 0.1 points above standard Declined 5.3 points</p>		<p>75.5 points below standard Performance Level Low</p> <p>Socioeconomically Disadvantaged: 92.2 points below standard Performance Level Low</p> <p>White: 54.5 points below standard Performance Level Low</p>	<p>67 points below standard Increased 8.5 points</p> <p>Blue: Filipino: 20.8 points below standard Increased 15.9 points</p>	<p>Increase 5 points</p> <p>Homeless 80.8 points below standard Increase 5 points</p>
CAASPP Performance Levels (Math)	<p>18-19 CAASPP Math Achievement Levels: 32.56% of all students met or exceeded standard. 8.12% of all Students with Disabilities met or exceeded standard 11.58% of all English Language Learners met or exceeded standard 19.3% of all Homeless students met or exceeded standard</p>	<p>Due to the suspension of CAASPP for the 19-20 and 20-21 school years, we do not have current achievement levels.</p> <p>Local Data: (K-8) 37% were at grade level on the iReady Diagnostic.</p> <p>15% of Students with Disabilities were at grade level on the iReady Diagnostic.</p>	<p>21-22 CAASPP ELA Achievement Levels: 33.38% of all students met or exceeded standard.</p> <p>11.41% of all Students with Disabilities met or exceeded standard</p> <p>12.47% of all English Language Learners met or exceeded standard</p>	<p>22-23 CAASPP Math Achievement Levels: 48.54% of all students met or exceeded standard.</p> <p>12.26% of all Students with Disabilities met or exceeded standard</p> <p>9.93% of all English Language Learners met or exceeded standard</p>	<p>21-22 Increase students at met or exceeded standard by 2% each year. 34.56% of all students met or exceeded standard. 10.12% of all Students with Disabilities met or exceeded standard 13.58% of all English Language Learners met or exceeded standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>18% of English Learners were at grade level on the iReady Diagnostic.</p> <p>% of all Homeless students met or exceeded standard</p>	<p>21.23% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>15.9% of all students who are Homeless met or exceeded standard</p> <p>10.3% of Foster Youth met or exceeded standard</p> <p>20.67 of all students who are American Indian met or exceeded standard</p> <p>69.46% of all students who are Asian met or exceeded standard</p> <p>15.93% of all students who are African American met or exceeded standard</p> <p>54.16% of all students who are Filipino met or exceeded standard</p>	<p>22.91% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>16.15% of all students who are Homeless met or exceeded standard</p> <p>10.47% of Foster Youth met or exceeded standard</p> <p>21.95% of all students who are American Indian met or exceeded standard</p> <p>69.93% of all students who are Asian met or exceeded standard</p> <p>16.89% of all students who are African American met or exceeded standard</p> <p>56.08% of all students who are Filipino met or exceeded standard</p>	<p>21.3% of all Homeless students met or exceeded standard</p> <p>22-23</p> <p>36.56% of all students met or exceeded standard.</p> <p>12.12% of all Students with Disabilities met or exceeded standard</p> <p>15.58% of all English Language Learners met or exceeded standard</p> <p>23.3% of all Homeless students met or exceeded standard</p> <p>23-24</p> <p>38.56% of all students met or exceeded standard.</p> <p>14.12% of all Students with Disabilities met or exceeded standard</p> <p>17.58% of all English Language Learners met or exceeded standard</p> <p>25.3% of all Homeless students met or exceeded standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>21.24% of all students who are Hispanic met or exceeded standard</p> <p>24.59% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard</p> <p>47.05% of all students who are Two or More Races met or exceeded standard</p> <p>48.1% of all students who are White met or exceeded standard</p>	<p>22.69% of all students who are Hispanic met or exceeded standard</p> <p>25.54% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard</p> <p>48.54% of all students who are Two or More Races met or exceeded standard</p> <p>49.02% of all students who are White met or exceeded standard</p>	
<p>Local Indicators: Implementation of State Academic Standards (Priority 2)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 –</p>	<p>Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.17</p> <p>Standards Aligned Instructional Materials: Overall Mean Score: 3.13</p> <p>Identifying Areas of Need in Instruction: Overall Mean Score: 2.76</p>	<p>Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.2</p> <p>Standards Aligned Instructional Materials: Overall Mean Score: 3.2</p> <p>Identifying Areas of Need in Instruction: Overall Mean Score: 2.8</p>	<p>Based on the optional local indicator survey provided to staff January 2023:</p> <p>Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.3</p> <p>Standards Aligned with Instructional Materials:</p>	<p>Based on the optional local indicator survey provided to staff January 2023:</p> <p>Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.3</p> <p>Standards Aligned with Instructional Materials:</p>	<p>21-24 Increase Overall Mean Score in each area by 0.2</p> <p>23-24: Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.17</p> <p>Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.97</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full Implementation and Sustainability	<p>Implementing Academic Standards: Overall Mean Score: 3.30</p> <p>Admin Support in Implementing Standards: Overall Mean Score: 2.99</p>	<p>Implementing Academic Standards: Overall Mean Score: 3.4</p> <p>Admin Support in Implementing Standards: Overall Mean Score: 2.9</p> <p>Recently Adopted Academic Standards and/or Curriculum Frameworks: Overall Mean Score: 2.7</p>	<p>Overall Mean Score: 3.4</p> <p>Identifying Areas of Need in Instruction: Overall Mean Score: 3.1</p> <p>Implementing Academic Standards: Overall Mean Score: 3.7</p> <p>Teacher and School Admin Engagement: Overall Mean Score: 3.2</p> <p>Recently Adopted Academic Standards and/or Curriculum Frameworks: Overall Mean Score: 2.9</p>	<p>Overall Mean Score: 3.1</p> <p>Identifying Areas of Need in Instruction: Overall Mean Score: 3.1</p> <p>Implementing Academic Standards: Overall Mean Score: 3.0</p> <p>Teacher and School Admin Engagement: Overall Mean Score: 2.9</p>	<p>Standards Aligned Instructional Materials: Overall Mean Score: 3.93</p> <p>Identifying Areas of Need in Instruction: Overall Mean Score: 3.56</p> <p>Implementing Academic Standards: Overall Mean Score: 4.1</p> <p>Admin Support in Implementing Standards: Overall Mean Score: 3.79</p>
California Accountability Dashboard: English Learner Progress Indicator	48.5% making progress towards English language proficiency Performance Level: Medium	Due to the suspension of dashboard for the 19-20 and 20-21 school years, we do not have current English Learner Progress Indicator.	Based on the 2022 California Dashboard, 50.9% of English Learners progressed as least one ELPI Level. 2.2% of English Learners maintained an ELPI level of 4.	Based on the 2023 California Dashboard, 48.8% of English Learners progressed as least one ELPI Level. It declined 4.3% from the previous year. 1.6% of English Learners	<p>21-22 53% making progress towards English language proficiency</p> <p>22-23 57% making progress towards English language proficiency</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		20-21 ELPAC Performance Levels Level 4 (Well Developed): 13.46% Level 3 (Moderately Developed) 33.57% Level 2 (Somewhat Developed) 32.13% Level 1 (Minimally Developed) 20.85%	Performance Level: Medium	maintained an ELPI level of 4 and 47.5% of students increased in performance levels.	23-24 61% making progress towards English language proficiency
DataQuest: English Learner Data (# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Learners that are LTELs	19-20 English Learner Enrollment: 5,776 Total (Ever EL) Enrollment: 7,481 41% EL 0-3 Years 19% EL 4-5 Years 13.7% EL 6+ Years 26.3% RFEP 20-21 Reclassification Rate: 4.5% 20-21 496 LTELs (8.5% of all English Learners)	21-22 (September 2021) 507 LTEL (9.4% of all English Learners) (May 2022) 226 LTELs (4.2% of all English Learners) 21-22 Reclassification Rate: 7.2%	Based on 2021/22 Data Quest, there were 5,797 English Learners in Cajon Valley, making up 34.5% of the student population. Based on the 22/23 CDE data, Cajon Valley currently has 493 students who fall into the LTEL group, resulting in 8.7% of our EL population. This is a decrease in our end of 21/22 data by 0.7% and will continue to decrease as our students have	Based on 2022/2023 Data Quest, there were 6,014 English Learners in Cajon Valley, making up 34.3% of the student population. Based on the 2022/2023 Data Quest data, Cajon Valley currently had 656 students who fall into the LTEL group, resulting in 8.5% of our EL population. This is a decrease in our end of 22/23 data by 0.2% and will continue to decrease	21-22: Decrease LTEL # by 2% Increase reclassification rates by 2% 22-23: Decrease LTEL # by 2% Increase reclassification rates by 2% 23-24: Decrease LTEL # by 2% Increase reclassification rates by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>two more opportunities to reclassify this school year.</p> <p>At the end of 21/22, 7.2% of students had been reclassified. As of February 2023, 485 students have been reclassified, totaling to 9.2% of our EL population.</p>	<p>as our students have two more opportunities to reclassify this school year.</p> <p>At the end of 22/23, 9.6% of students in Cajon Valley were Reclassified Fluent English Proficient (RFEP). As of April 2024, 556 students have been reclassified, totaling to 9.8% of our current EL population.</p>	
<p>Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)</p>	<p>100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional</p>	<p>100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional</p>	<p>We will continue to maintain our baseline of 100% of students receiving ELD instruction. We will continue to maintain our baseline of 100% of students being enrolled in core classes We will continue our baseline of 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS.</p>	<p>We will continue to maintain our baseline of 100% of students receiving ELD instruction. We will continue to maintain our baseline of 100% of students being enrolled in core classes We will continue our baseline of 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS.</p>	<p>21-24: Maintain Baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needs will be enrolled in a broad course of study.	needs will be enrolled in a broad course of study.	We will continue to maintain our baseline of 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	We will continue to maintain our baseline of 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	

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.

We successfully implemented nearly all initiatives outlined in Goal 3. Throughout the 2023-2024 academic year, we saw reductions in class sizes across middle school, special education, and TK through third-grade classrooms (Actions 3.1-3.4). Each school site received appropriate site allocations based on enrollment and UPP counts, tailored to address specific student needs (Action 3.5). Supplemental curricula was provided for English language arts and Mathematics (Action 3.6). Information technology continues to play a critical role in supporting students, facilitated by computer systems technicians, electronic technicians, bench technicians, the Chief Technology Officer, and the Director of Technology. Funding was allocated for technology replacement and support (Actions 3.7, 3.10-3.13). District-wide professional development sessions were conducted in August and January, alongside weekly early release days for staff to analyze student data and design learning experiences. Additionally, a professional learning cohort was established to enhance reading instruction (Actions 3.15, 3.16). Data and assessment leads provided valuable student data for planning purposes. Despite fluctuations in enrollment and an increase in English Learners, English learner development assistance expanded to support more students, including tutoring sessions and professional learning opportunities (Actions 3.20-3.22). Before, after-school, and summer programs were offered to extend learning opportunities beyond regular school hours (Action 3.23). District funds were disbursed to certificated staff to supplement classroom instructional supplies, aiming to minimize out-of-pocket expenses. Some staff members did not utilize these funds, prompting the need for further clarification and ongoing budget review (Action 3.24). In a significant milestone, the district launched its literacy improvement plan, staffing coordinators, roving substitutes, reading specialists, and coordinators. All necessary instructional resources were provided to initiate site support and enhance reading instruction (Action 3.25).

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

In reviewing Goal 3 expenditures, several discrepancies were identified. Actions with staffing costs increased due to the negotiated bargaining unit settlement salary increase. Initially, the budget allocation for reducing middle school class sizes (3.01.16) didn't meet the demand due to increased enrollment, with only 5 FTEs budgeted instead of the 6 required. Staffing allocations for informational technology related actions (3.11) encountered hurdles, including a reduction in costs due to a member on leave. The implementation of the Learning Management System (LMS) through a free pilot (3.18.17) proceeded as planned, incurring no additional costs. Site Literacy Improvement Plans (3.25.23) underwent a thorough year-long review, resulting in additional funds being allocated to support literacy initiatives stemming from a comprehensive needs assessment and root cause analysis.

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

Reducing class sizes and minimizing the number of multiple grade levels in one classroom has significantly improved focus on specific learning targets, especially in core areas like ELA and Math, supported by additional staff who differentiate between IEP goals and learning targets. However, the challenge of filling all necessary positions persists due to increasing enrollment and the number of students with IEPs. Providing specific funds to sites for personalized actions and services aligned with district goals has been effective, though there remains a need for better support and structures to make data-driven spending decisions. Continuity of data across the district, with common growth goals and a unified language for tracking progress and setting student objectives, has been achieved through supplemental curriculum, although systematic analysis and utilization of data and resources within ELA and Math lessons remain challenging. High participation in professional learning opportunities is noted, but extensive professional learning requirements, release time for teachers, and substitute shortages present significant hurdles. Dedicated time for collaboration around site, district, and state requirements, while beneficial, is constrained by the overwhelming number of state and federal mandates, leaving limited time for site-focused topics related to student data analysis. Increased data accessibility has empowered site administrators to make informed decisions, supported by consistent protocols and processes for data analysis and action. However, there is a pressing need for a visualization tool that is fully operable within the school system, accessible, and compliant with data privacy requirements. Chronic absenteeism has declined by 3.1% according to the California Dashboard indicator, and one-to-one devices provided to every student, along with access to all CVUSD online programs, have supported these efforts.

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.

Metrics/Outcome Changes: As mentioned in Goal 1, we are going to move away from measuring teacher professional learning through completion of optional training opportunities and instead measure the effectiveness of learning provided during contracted hours. In order to better evaluate the effectiveness of additional Instructional technology staffing we will be tracking help desk ticket completion and the % of

students that have access to a device to take home. In addition, we will be tracking the effectiveness of our library software based on the number of books that are checked out annually. We will be continuing our focus on literacy improvement through principal PLCS, and will be using site rubrics to track implementation of literacy best practices. We will also be adding a metric that ensure our class size reduction is below the TK-3 State Guidelines.

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	Students with identified disabilities will increase their participation in establishing learning goals and will receive personalized support based on staff knowing each individual student deeply. Growth goals will be established using an asset model that draws upon each student’s prior knowledge, experience, interests and strengths.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard: Suspension Indicator	Based on the Fall 2019 Dashboard, 7% of students with disabilities were suspended at least once. Based on our current data, as of May 11, 2022, 3.2% of students with a disability were suspended at least once during the 21-22 school year.	This is a new goal and outcome data will be shared in Year 2 Outcome for the 23-24 LCAP.	Based on the Fall 2022 Dashboard, 4.7% of students with disabilities were suspended at least once. Based on our current data, as of April 2023, 3.83% of students with a disability were suspended at least once during the 22-23 school year.	Based on the Fall 2023 Dashboard, 7.8% of students with disabilities were suspended at least once. This is a 3.1% increase from the previous year.	By June 2023, we will reduce the number of students with disabilities suspended to 3% or below. By June 2024, we will reduce the number of students with disabilities suspended to 2.8% or below. .
California Dashboard: Chronic Absenteeism Indicator	Based on the Fall 2019 Dashboard, 22.7% of our students with disabilities are chronically absent.	This is a new goal and outcome data will be shared in Year 2 Outcome for the 23-24 LCAP.	Based on the Fall 2022 Dashboard, 46.1% of our students with disabilities were chronically absent. Based on our current data, as of April 2023, 40.28% of students	Based on the Fall 2023 Dashboard, 40.8% of our students with disabilities were chronically absent. This is a 5.3% decrease from the previous year.	By June 2023, we will reduce the number of students chronically absent to 20%. By June 2024, we will reduce the number of students chronically absent to 18%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			with a disability were chronically absent.		
California Dashboard: Academic (ELA) Indicator	Based on the Fall 2019 Dashboard, Students with disabilities scored 111.8 points below standard in ELA. In the 18-19 school year, 10.32% of students with disabilities were on standard in ELA.	This is a new goal and outcome data will be shared in Year 2 Outcome for the 23-24 LCAP.	Based on the Fall 2022 Dashboard, Students with disabilities scored 116.6 points below standard in ELA. In the 21-22 school year, 9.17% of students with disabilities were on standard in ELA.	Based on the Fall 2023 Dashboard, Students with disabilities scored 113.7 points below standard in ELA. On the 22-23 ELA CAASPP, 15.75% of students with disabilities met or exceeded standard.	By June 2023, we will increase the number of proficient students in ELA to 11% or higher. By June 2024, we will increase the number of proficient students in ELA to 13% or higher.
California Dashboard: Academic (Math) Indicator	Based on the Fall 2019 Dashboard, Students with disabilities scored 137.2 points below standard in Math. In the 18-19 school year, 8.12% of students with disabilities were on standard in math.	This is a new goal and outcome data will be shared in Year 2 Outcome for the 23-24 LCAP.	Based on the Fall 2022 Dashboard, Students with disabilities scored 144.1 points below standard in Math. In the 21-22 school year, 7.28% of students with disabilities were on standard in math.	Based on the Fall 2023 Dashboard, Students with disabilities scored 138.8 points below standard in Math. On the 22-23 Math CAASPP, 12.26% of students with disabilities were on standard in math.	By June 2023, we will increase the number of proficient students in Math to 9% or higher. By June 2024, we will increase the number of proficient students in Math to 11% or higher.
Strengths Based IEPS Data Collection	Define the components of a well-developed statement of student strengths,	This is a new goal and outcome data will be shared in Year 2	10% of randomly selected IEPs meet criteria for a well developed statement	1% of randomly selected IEPs meet criteria for a well developed statement	By June 2024, we will achieve 70% of randomly selected IEPs meet criteria for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>interests and preferences.</p> <p>Review 150 randomly selected IEPs.</p> <p>We are in the process of currently defining criteria for a well developed statement of student strengths, interests and preferences. We will begin data collection at the end of June 2023.</p>	Outcome for the 23-24 LCAP.	of student strengths, interests and preferences.	of student strengths, interests and preferences.	a well developed statement of student strengths, interests and preferences.
Student Facilitated IEP meetings	Currently, few students are invited to their IEP meetings. Beginning in the 22-23 school year, students in grades 5 and above will receive meeting invitations will be provided in meeting notices in SEIS.	This is a new goal and outcome data will be shared in Year 2 Outcome for the 23-24 LCAP.	5% of students in grades 5 and above were invited to their IEP meetings.	14% of randomly selected IEPs meet criteria for a well developed statement of student strengths, interests and preferences.	By June 2024, 90% of students in grades 5 and above will be invited to their IEP meetings.
Professional Learning Data Collection	Currently, Case Managers do not receive training on how to integrate statements of students strengths, interests, and	This is a new goal and outcome data will be shared in Year 2 Outcome for the 23-24 LCAP.	4% of Case Managers attended professional learning on designing statements of student strengths, interests and preferences.	1% of Case Managers attended professional learning on designing statements of student strengths, interests and preferences.	By June 2024, 80% of Case Managers will attend professional learning on designing statements of student strengths, interests and preferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	preferences within IEP's and meetings.				
ELPI Indicator: California Dashboard	Based on the 2019 California Dashboard, 48.5% of CVUSD English Learners are making progress toward English Language Proficiency.	Due to the suspension of the accountability dashboard for the 19-20 and 20-21 school years, we do not have current English Learner Progress Indicator. 20-21 ELPAC Performance Levels Level 4 (Well Developed): 13.46% Level 3 (Moderately Developed) 33.57% Level 2 (Somewhat Developed) 32.13% Level 1 (Minimally Developed) 20.85%	Based on the 2022 California Dashboard, 53% of CVUSD English Learners are making progress toward English Language Proficiency. 3.14% of students who are dually identified are making English Learner Progress	According to 2023 ELPAC scores, 6.96% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.	By June 2024, 50% of CVUSD English Learners will make progress toward English Language Proficiency.

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.

Building on last year's efforts, the focus on assessing student strengths, interests, and personal goals through empathy interviews and other tools continues this year. Although participation has not been district-wide due to the optional nature of the training during professional

development academies, the initiative remains effective. Educational specialists have effectively communicated student strengths, interests, and goals to teacher teams during IEP meetings, successfully enhancing team communication. Special education staff received training for student-led conferences, which were implemented last year during professional development academies, and this approach has proven effective in increasing student engagement. Students in grades 3 and above have begun facilitating or sharing their strengths, learning, and goals in student-led portions of their IEP meetings, with particular emphasis in grades 6 and above. However, progress has been slowed due to state requirements to revise service tracking, with full implementation for students in grade 3 and above expected next 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.

There were no differences between budgeted and actual expenditures for Goal 4.

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

Over the past two years, Special Education staff have received training to better understand each child's strengths, interests, and hopes. This training included using data systems for IEPs. As a result, staff can now create and access detailed learner profiles. Educational specialists and support staff have been assessing student strengths, interests, and goals through empathy interviews and other tools. They have also shared this information with all teacher teams during IEP meetings. Additionally, students in grades 5 and up have been invited to participate in their IEP meetings. Training for student-led conferences has been completed during academies. Students in grades 3 and above have started to share their strengths, learning, and goals in student-led parts of their IEP meetings, especially in grades 6 and above. Although there have been some delays due to state requirements to update service tracking, progress is being made. Full implementation for grades 3 and above is expected next year.

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.

Professional Learning: Last year's implementation of assessing student strengths, interests, and personal goals using empathy interviews and other tools continues this year. While participation has not been districtwide due to the optional nature of the training during professional development academies, the initiative has been effective.

Student Strengths Communication: Educational specialists have successfully communicated student strengths, interests, and goals to teacher teams during IEP meetings. This implementation has been effective in fostering team communication.

Student-Led Conferences: Special education staff have received training for student-led conferences, which were implemented last year during professional development academies. This initiative has been effective in promoting student engagement.

Student Meeting Voice: Students in grades 3 and above have participated in facilitating or sharing their strengths, learning, and goals in student-led portions of their IEP meetings, particularly in grades 6 and above. However, progress has been delayed due to state requirements to revamp service tracking, and the expected action for grade 3 and above is set for next year.

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

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.

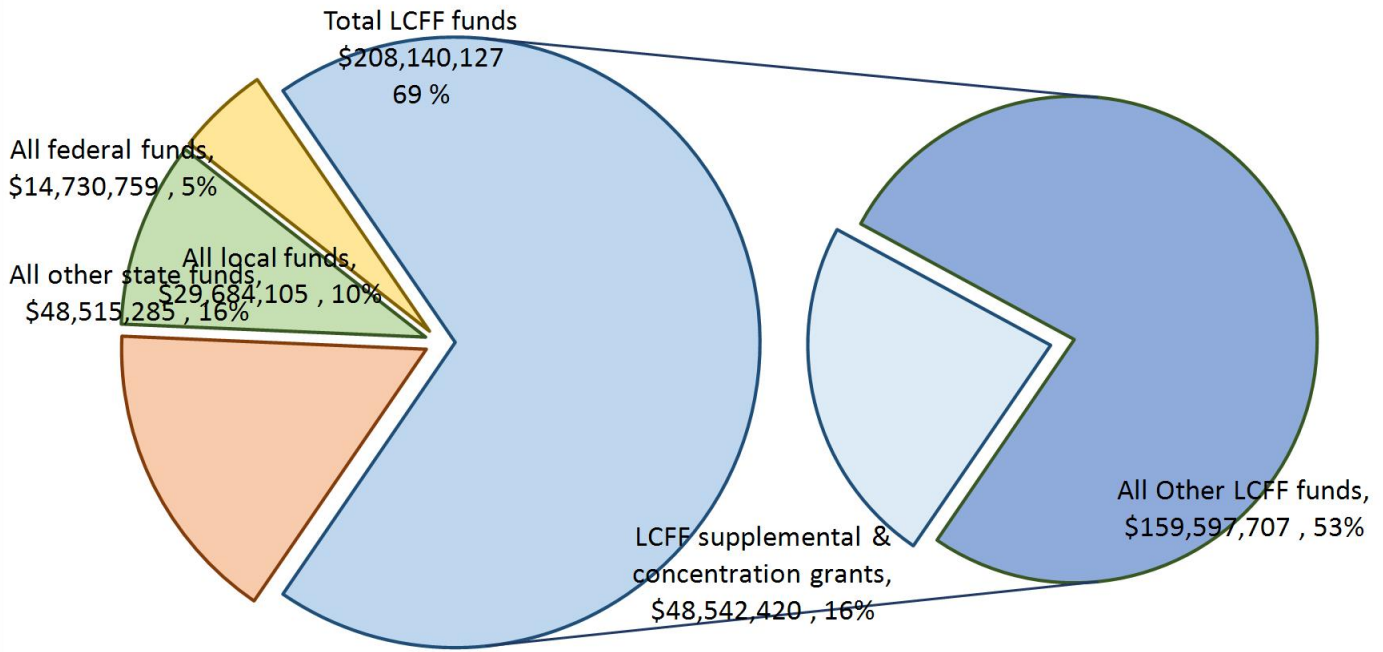
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce 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

Projected Revenue by Fund Source

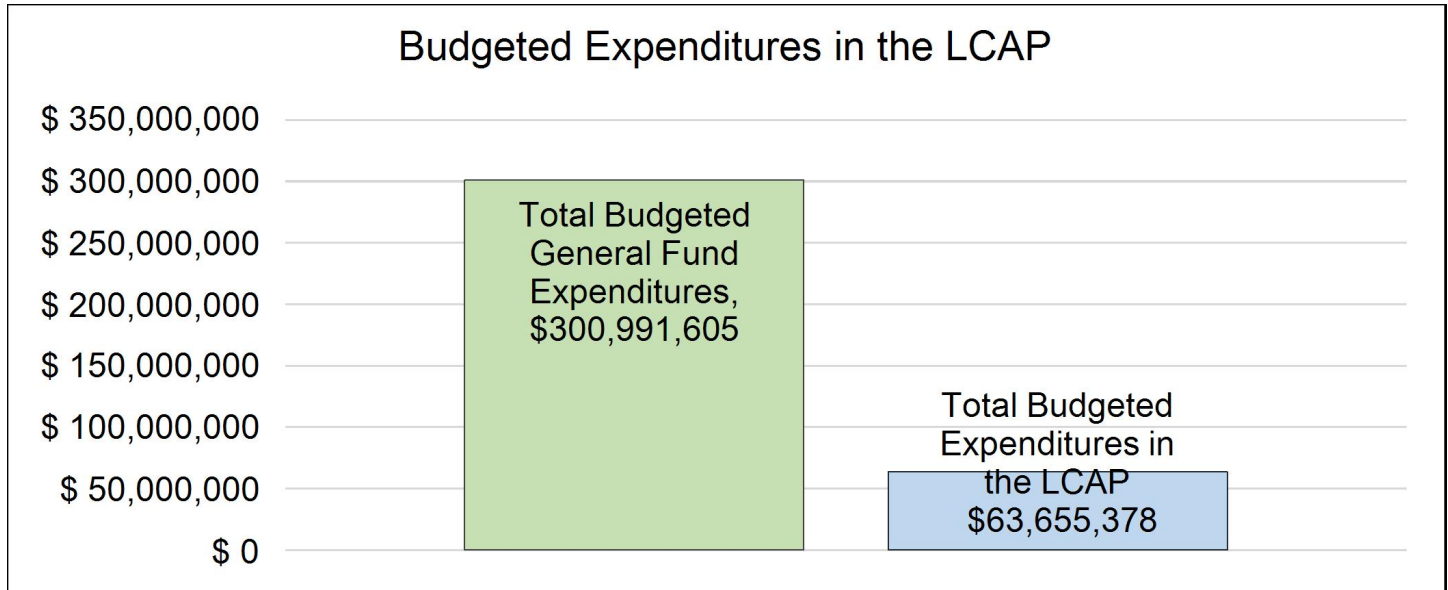


This chart shows the total general purpose revenue Cajon Valley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cajon Valley Union School District is \$301,070,276, of which \$208,140,127 is Local Control Funding Formula (LCFF), \$48,515,285 is other state funds, \$29,684,105 is local funds, and \$14,730,759 is federal funds. Of the \$208,140,127 in LCFF Funds, \$48,542,420 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 Cajon Valley Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cajon Valley Union School District plans to spend \$300,991,605 for the 2024-25 school year. Of that amount, \$63,655,378 is tied to actions/services in the LCAP and \$237,336,227 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

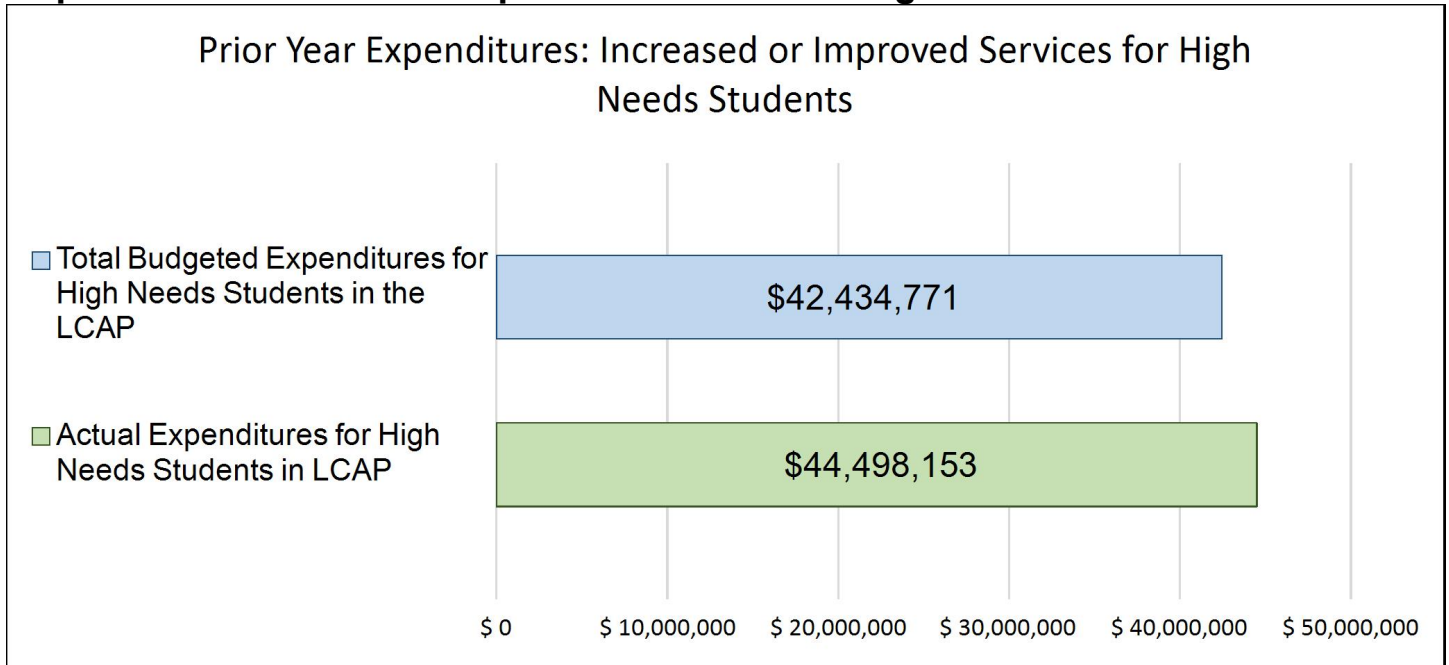
The Local Control and Accountability Plan (LCAP) does not include all federal, state, and local grants or donations. It also does not include general fund salaries for centralized services including maintenance, operations, information technology, transportation, purchasing, warehouse, special education, fiscal services, etc.

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

In 2024-25, Cajon Valley Union School District is projecting it will receive \$48,542,420 based on the enrollment of foster youth, English learner, and low-income students. Cajon Valley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cajon Valley Union School District plans to spend \$48,790,500 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 Cajon Valley Union 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 Cajon Valley Union 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, Cajon Valley Union School District's LCAP budgeted \$42,434,771 for planned actions to increase or improve services for high needs students. Cajon Valley Union School District actually spent \$44,498,153 for actions to increase or improve services for high needs students in 2023-24.



CAJON VALLEY

UNION SCHOOL DISTRICT

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cajon Valley Union School District	Karen Minshew Assistant Superintendent, Educational Services	minshew@cajonvalley.net (619) 588-3086

Plan Summary [2024-25]

General Information

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

Located 15 miles east of downtown San Diego lies the Cajon Valley Union School District, a diverse and expansive community spanning 66.3 square miles. We proudly serve over 16,000 students and their families, representing a spectrum of cultures and backgrounds. In the 2023/2024 school year, our district experienced an unexpected surge in enrollment, welcoming more than 1500 new students to our schools. Within this enrollment, a significant portion—56%—reported being new to the United States. Additionally, one-third of our student body is comprised of English Learners, reflecting the linguistic diversity within our community. CVUSD hosts 16 elementary schools, 3 PreK-8 institutions, 6 middle schools, and Bostonia High School serving grades 9-12, we offer a range of specialized programs. These programs cater to the unique needs and interests of our families, spanning from language immersion to STEM (Science, Technology, Engineering, and Mathematics) and the arts. Across our schools, more than 60 languages are spoken throughout our sites demonstrating the wide range of diversity within the district. The core of the district's mission is to prepare every student for success beyond the classroom. Our vision guides our efforts to provide personalized education, ensuring that each student's individual strengths, passions, and values are nurtured. Acknowledging the challenges that some of our students face, including those eligible for free and reduced lunch (70 percent of all students) or navigating the foster care system, we are dedicated to bridging the opportunity gap. Through initiatives aligned with the Local Control Funding Formula (LCFF), our intention is to create equitable pathways to success for all learners. None of these endeavors would be possible without the dedicated staff of 1300 committed employees—comprising teachers, administrators, and support staff—united in our

mission to deliver a personalized educational experience for every student within the Cajon Valley Union School District. Together, we work to empower each individual to thrive academically, professionally, and personally, shaping a brighter future for our community and beyond. Beginning in the 2024-2025 academic year, Cajon Valley Home School and Empower will qualify for the Equity Multiplier and its associated funding. The Local Control Funding Formula Equity Multiplier allocates additional resources to districts with school sites that had prior-year non-stability rates exceeding 25% and socioeconomically disadvantaged pupil rates over 70%. This funding is designated for providing evidence-based services and supports to students at qualifying sites. As part of the 2024–25 Local Control and Accountability Plan (LCAP), both CVUSD sites will develop plans to support students in English Language Arts, mathematics, chronic absenteeism, and suspension.

Reflections: Annual Performance

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

Introduction

The Cajon Valley community is composed of beautiful diversity that brings their unique experiences, strengths, interests, and values from across the globe. Cajon Valley students were born in 88 different countries across the globe before coming to El Cajon. 1 in 3 Cajon Valley students are identified as English Language Learners and 16% are new to the US within the last five years. Since the start of the 23/24 academic year, 2,300 new students have enrolled in Cajon Valley through April, with 39% of these students being new to the country in the last five years.

Reflecting on the annual performance of Cajon Valley Union School District (CVUSD) based on the 2023 California School Dashboard and local data reveals a mixture of celebrations and areas of growth for student achievements and district improvements. The 2023 California School Dashboard uses five performance colors to categorize a combination of growth and performance level (Red: lowest performance, Orange: low performance, Yellow: medium performance, Green: high performance, Blue: highest performance).

Here's a summary of the key metrics and developments:

Chronic Absenteeism

Chronic Absenteeism: The Cajon Valley Union School District's performance in chronic absenteeism, as depicted in the California School Dashboard, presents a positive picture due to a large decline of 3.1% from the previous year. This suggests a decreasing challenge in maintaining regular attendance among students district-wide. Reflecting the pattern at the district level, we had 12 out of our 13 student groups decline in chronic absenteeism. The groups with the largest declines in absenteeism—Filipino, Foster Youth, African American, Asian, English Learners, and Students with Disabilities—all experienced reductions ranging from 4.6% to 7%. Although we are celebrating this positive reduction, we still had our American Indian student group increase and place in the red performance level. For additional information on low performance at the district and school level for chronic absenteeism, please see addendum A at the end of this document. District-wide efforts have also contributed to this positive trend, with Elementary and Middle Schools experiencing over a 1% increase in Average Daily Attendance during the first two trimesters of the 2023-2024 school year. Principals and staff have played a pivotal role in emphasizing the importance of attendance through consistent communication, proactive intervention, and intentional messaging to the

school community. These collective efforts signify a commitment to improving attendance rates and ultimately enhancing student success and well-being.

Family and Community Engagement

Family engagement is crucial in reducing chronic absenteeism because it fosters a supportive home-school connection that values regular attendance. When families are actively involved in their children's education, they can better understand the importance of consistent school attendance and are more equipped to address barriers that might prevent their children from attending school. Moreover, engaged families can work collaboratively with educators to create a welcoming and inclusive school environment that encourages students to attend regularly. Since June 2023, the 17 liaisons employed district-wide have played a pivotal role in bridging the linguistic and cultural divides within our diverse school community.

Poverty Simulations: We completed 9 Poverty Simulations at our school sites this year. Our team of community liaisons directly supports each simulation to facilitate the experience. These simulations, which include a site follow-up debrief, and ongoing leadership meetings, are crucial for understanding and supporting the diverse needs of our students and families. The feedback from staff has been overwhelmingly positive, with 92.9% finding the experience beneficial, 95.2% gaining a better understanding of families and students, and 95.3% feeling confident in applying what they've learned. This data underscores the effectiveness of these simulations in fostering a more empathetic and informed school environment.

Principal FACE Leadership Meetings: This school year, we conducted 27 initial Family and Community Engagement (FACE) Leadership Meetings to determine site FACE goals and plans. The site leadership team, in collaboration with the community liaisons, implements this plan. These meetings reflect a strong commitment to involving school leadership teams in our FACE mission. Continued follow-up meetings will further this endeavor, ensuring site leadership is aligned with our LCAP goal.

Home Visits: The execution of 412 officially tracked Home Visits highlights the direct and personal approach our school site staff and liaisons are taking. We trained 117 staff members this summer, in addition to individual and staff training throughout the school year. 100% of respondents found the visits valuable, exemplifying the positive impact these visits have on building trust and understanding within our school community.

Newcomer Meetings: While 62% of families have received newcomer meetings, reaching out to more continues to be our goal. These meetings are vital in making new families feel welcomed and supported, directly contributing to our goal of fostering a respectful and empowering environment.

Family Workshops: Liaisons facilitate each of our Family Workshops to build the capacity of our families. We provided over 139 workshops this school year to support the various needs of our school community. These workshops include such topics as ELPAC, Early Literacy Skill Building, iReady, Understanding your Child's Report Card, Healthy Eating Nutrition Workshops, Car Seat Safety, Parent Square, Internet Safety, and Parenting Skills, to name just a few. Workshops are provided in English, Spanish, Arabic, Farsi, and Pashto, the predominant languages in our school community.

Parent and Staff Conferences and Meetings: Community Liaisons support all 27 sites by fostering relationships and connections between all families and school staff, as well as, support with primary language needs, which include English, Spanish, Arabic, Farsi, and Pashto. This includes Parent Teacher Conferences, Family Teacher Team meetings, School Site Councils, English Language Advisory Councils, Student Success Team Meetings, and individual meetings as needed.

In summary, the liaison contribution to our LCAP goal is evident in these activities and the positive feedback received. They are helping to create a more welcoming, inclusive, and supportive school environment. They assist the school sites in closing cultural and linguistic gaps.

This progress, although substantial, also highlights areas for continued growth and development, ensuring that our commitment to every student, staff member, and family being safe, empowered, and respected is not just a goal, but a reality.

Suspension

This year's report on suspension rates in our district shows areas of significant challenges and improvement opportunities. Based on our 2023 California Dashboard, our overall performance level is red, indicating a very high rate of out-of-school suspension. The District increased by 2.3% in suspension rates, meaning more students were suspended at least once from school. African American students, English Learners, Foster Youth, those identifying with Two or More Races, Pacific Islanders, Socioeconomically Disadvantaged students, Students with Disabilities, and White students are all in the red category, with increases ranging from 2.2% to 5.9%. Foster Youth, in particular, has the highest increase. The increase in suspension, along with the first year launch of the District Expectations for Student Success have led to a deeper investigation into the root causes of behaviors that lead to out-of-school suspension and the implementation of strategic plans to address the causes and implement more effective responses to behavior across our school sites. Our Asian student group, though still in the orange category on the 2023 California Dashboard, showed a smaller increase of just 0.8%. Our Filipino students, whose suspension rates have declined by 2.2% and are now in the blue category. For additional information on low performance at the district and school level for suspension, please see addendum A at the end of this document.

Student behavior is a complex issue impacting all stakeholders. The rising suspension rate combined with staff concern about increasingly complex behavior led to the formation of the District Safety Committee (DSC), a collaboration between Cajon Valley Educators Association (CVEA) and Cajon Valley Administrator's Association (CVAA) to create district-wide expectations for student success, addressing the various levels of behavior seen across the district, and work toward safer school campuses. These expectations for student success outline the behaviors and the possible interventions and consequences to address the behaviors in a tiered system of intervention and support, labeled as Green, Yellow and Red. While implementing the DSC plan this year has led to an increase in suspensions as a consequence during this school year, the plan is also a long-term investment into creating the necessary conditions for all CVUSD classrooms to ensure students feel safe, empowered, and respected. A key role of the CVUSD Expectations for Student Success is to not only identify behaviors, interventions, and consequences, but to also explicitly teach the social and behavioral skills that students need to thrive inside and outside of the classroom.

Several schools have shown positive outcomes, with low suspension rates. According to the California Dashboard, Blossom Valley Elementary School currently has low suspension rates, indicating effective strategies for maintaining a positive school climate. Meridian Elementary School and Rios Elementary School also have notably low suspension rates, reflecting the successful implementation of the necessary conditions and behavior interventions. Even with some schools rated in the yellow category, such as Magnolia Elementary School, efforts are being made to address behavior concerns and promote a safer and more inclusive learning environment, aligning with LCAP Goal 2 of fostering a positive school climate and ensuring student success.

Comprehensive Counseling Program

Counseling programs within Cajon Valley School District are integral to achieving the goal of ensuring all students, staff, and families feel safe, empowered, and respected. These programs, characterized by data-driven decision-making and a focus on closing achievement gaps, provide vital support in various areas. Academic counselors offer educational guidance, personal development support, career exploration assistance, goal setting guidance, and problem-solving strategies. By tailoring counseling services to meet the diverse needs of students,

significant progress is made towards fostering a positive and inclusive school environment. The data reflects the effectiveness of these efforts, with substantial numbers of students benefiting from individual counseling, small group sessions, and classroom lessons. Additionally, the high percentage of students meeting social/emotional goals underscores the impact of counseling on student well-being and success. Overall, the counseling initiatives exemplify a commitment to the holistic development of students, contributing to a community where everyone feels supported, empowered, and respected. Counselors in Cajon Valley have continued to design and implement service delivery that addresses prevention, education and response for academic, social, emotional and behavioral challenges for students.

The Comprehensive Support and Improvement (CSI) designation was applied to three District middle schools (Cajon Valley Middle, Montgomery Middle and Greenfield Middle) related to student Suspensions. The three Principals, along with the Educational Services team have begun the needs assessment process, which includes reviewing their data, conducting a root cause analysis and determining strategic actions to address the issues. The team is developing a comprehensive plan to address both the immediate issues in responding to student behavior and the long term issues related to preventing unsafe behavior. This plan is informed by up to date suspension data. Principals investigated who is being suspended and discovered students with an IEP and students identified as English Learners were being disproportionately suspended across school sites. This information was supported by data collected through our local Priority 6 survey, which indicates that students with an IEP responded, on average, lower to the question “My classmates treat me with respect” and students classified as English Learners, on average, answered the question “Adults at my school listen to me” lower than the entire student population.

English Language Arts

According to the California Assessment of Student Performance and Progress (CAASPP) data, this year's English Language Arts performance continues to show the challenge we are finding in our literacy performance. Overall, our district is in the Orange category on the California Accountability Dashboard, with a decline of 7.4 points, which signals that we are continuing at the low-performance level. English Learners, Foster Youth, and Homeless students are in the Red category on the California Accountability Dashboard, with declines of 13.6, 30.8, and 14.7 points, respectively. These significant decreases highlight an urgent need for personalized support and interventions to address the specific challenges these students face.

Other student groups, such as Asian, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and White students, also experienced declines in their performance, although Asian students faced a notable decrease of 31.5 points. As mentioned above, when we analyzed our demographic data, we found many of our students who have been in the country for less than two years can be found in this student group. For additional information on low performance at the school level for English Language Arts, please see addendum A at the end of this document.

On a more positive note, Students with Disabilities saw an increase of 3.4 points in English Language Arts, an encouraging sign that our efforts to support this group are having a positive impact. Similarly, students identifying with Two or More Races are in the Yellow category, having increased by 4.1 points. Our Filipino student group stands out for their exceptional performance, with an increase of 25.6 points, placing them in the Blue category, the highest performance.

In addition to CAASPP data, we use the iReady diagnostic assessment to monitor progress towards academic standards. This assessment is given three times a year in Mathematics and English Language Arts. This assessment gives each student a specific growth goal to work towards for the year based on their grade level and initial placement on the first assessment at the beginning of the year (diagnostic #1). All staff members use this data in order to personalize learning to support students.

In addition to monitoring the number of students performing at standard, we are focused on growth measures to ensure all students are making “typical growth” (one year’s growth) each year. This metric is helping refine our Tier 1 Multi-Tiered System of Supports (MTSS) structures for all students in order to ensure the majority of our students are making growth from their starting point and not just measured against standard.

Based on our iReady Diagnostic #2 data, administered in December 2023 and January 2024, 31% of students are at or above grade level in reading, which means that 69% of students are at least 1 grade level below in reading. This is even more noticeable in grades 4th-7th, where the percentage of students at grade level in reading is between 26%-30%. Due to missed foundational reading instruction during the pandemic, many of these students are now demonstrating a significant need in developing their foundational reading skills. Additionally, 10% of English Learners are at or above grade level in reading and 12% of Students with Disabilities are at or above grade level in reading. Again, there are large areas of need for foundational reading skills for both English Learners and Students with Disabilities.

Based on valuable insights from focus groups and surveys conducted with teachers and site leaders, several crucial goals for literacy improvement have been outlined. Firstly, there is a pronounced need to enhance teacher knowledge to equip educators with the skills necessary for effective literacy instruction. Additionally, the implementation of robust Multi-Tiered System of Supports (MTSS) structures is crucial for targeted interventions that meet diverse student needs. There is also a clear demand for more time allocated for educators to learn, plan, and collaborate, ensuring that literacy strategies are thoughtfully designed and implemented. Access to high-quality resources is identified as essential, enabling both students and staff to engage with top-tier materials for universal high-quality instruction. Finally, it is vital that both students and staff are empowered with relevant knowledge and data to make well-informed instructional decisions.

In the Cajon Valley Site Literacy Plans, each school site was allocated \$53.00 per student to enhance literacy through comprehensive, data-driven planning. Collaborating with their Literacy Leadership, sites crafted personalized literacy plans that focus on both current strengths and areas needing improvement based on data. These plans are structured around a "literacy change idea" specific to each site, detailing methods for evaluation and ongoing monitoring to ensure effectiveness. Additionally, these plans set the groundwork for building increased site capacity in literacy over the coming years, ensuring a sustainable approach to literacy enhancement.

To better inform these literacy initiatives, site staff members regularly engage in data dives using tools like iReady and CORE Assessment. These sessions help in identifying students’ individual strengths and areas that require more focused attention, thereby guiding the development of leveled support strategies in literacy. Complementing these efforts are the bi-weekly "Monday Messages," which are emails sent to all certificated staff and administrators containing updates on the science of reading research and best practices. These messages include a survey to gauge staff engagement and link the theoretical aspects of literacy to practical instructional methods.

Furthermore, the district promotes continuous professional development through the Cajon 365 platform, offering asynchronous learning opportunities that include a rich blend of research materials, instructional videos, and practical artifacts. As of April 2024, 10% of staff have engaged with at least one literacy module from this platform. Principals are also involved in specialized literacy breakout sessions that occur once per trimester, enhancing leadership capacity in structured literacy based on the latest scientific research. Moreover, the establishment of the Kindergarten Assessment Advisory Committee aligns with future-focused goals such as integrating dyslexia screeners in response to legislative requirements, with plans to extend these efforts to first and second grades in the upcoming school year.

In the Cajon Valley district, literacy improvement initiatives are robustly supported through structured engagements such as the Thrive Cohorts, where principals convene in area cohorts five times annually. These meetings focus on the Plan, Do, Study, Act cycles, which are

instrumental in reviewing educational data and setting strategic literacy goals. Following these meetings with principals, the site Literacy Leadership teams meet to analyze specific site data, allowing them to set, monitor, and adjust site-specific literacy goals throughout the academic year. This structured approach ensures a continuous cycle of assessment and improvement aimed at enhancing literacy across the district.

Significant gains in teacher literacy proficiency are also being made through the implementation of the Language Essentials for Teachers of Reading and Spelling (LETRS) training. This program, which has engaged over 160 certificated staff members, is designed to deepen educators' understanding of the science of reading and enhance their instructional skills. From September 2023 to April 2024, there was a marked improvement in teachers' familiarity with science of reading concepts, rising from an average rating of 1.9 to 3.9, and their confidence in teaching word recognition skills, which increased from 3 to 4.1. These improvements highlight the effectiveness of LETRS in empowering teachers with the knowledge and skills necessary for high-quality literacy instruction.

Additionally, grade-level professional learning collaborations have been instrumental in addressing the lack of foundational reading skills among students at both elementary and middle school levels. These collaborations focus on teaching the science of reading and best practices in foundational reading skills. In parallel, CORE Phonics and Phonological Awareness surveys are administered to further analyze and understand the foundational reading capabilities of students. Early results indicate varying proficiency levels across grades, with notable disparities in phonics and phonological awareness that are being targeted for improvement through these focused educational strategies.

For the 23-24 school year, based on data, three schools received additional district support to specifically target literacy improvement. All three sites received instructional coaching, evidence based professional learning in structured literacy, and resource/data analysis collaboration and planning time.

W.D. Hall Elementary:

To ensure consistent and aligned literacy instruction across all tiers of support, we provided comprehensive training in Institute of Multi Sensory Education (IMSE) Orton-Gillingham to all educators on campus, including intervention and special education teachers. IMSE Orton-Gillingham is a structured and multisensory approach specifically designed to support students with dyslexia and reading difficulties. This training equips educators with the necessary tools to effectively address literacy needs at every level of intervention, from Tier 1 to Tier 3. By January 2024 all teachers were implementing this approach across all classrooms, including those serving students with special needs.

In addition, staff engaged in monthly collaboration sessions to analyze student data and plan targeted interventions for students who required additional support. Teachers were also provided implementation support from district coaches through modeled lessons, one on one meetings, grade level collaborations, and classroom observations. Through these efforts, we are ensuring that our educators have the tools and support necessary to meet the diverse needs of our students and promote their academic success in literacy.

Lexington Elementary:

To improve literacy outcomes at Lexington Elementary, we established a site literacy leadership team, which met four times throughout the year to analyze data and recommend improvement strategies. Our initial goal was to train our entire K-2 teaching staff in the science of reading through LETRS training. Additionally, we implemented a consistent Tier 2 literacy intervention time across the site, ensuring targeted interventions were delivered by grade-level teachers simultaneously with pullout interventions, and 3rd-5th grade teachers began to utilize a common intervention curriculum during this time. Furthermore, all special education teachers have been trained in SIPPS, have begun training in Barton and are receiving ongoing support and training from a district coach to further support meeting our students' literacy needs. As a final step this year, through ongoing data analysis and literacy-focused staff collaborations, a need for a more explicit and systematic

Tier 1 word recognition program was identified. Consequently, the site has moved forward with purchasing and training teachers on a supplemental word study program, and is prepared to implement it at the beginning of the next school year. These initiatives reflect the site's dedication to enhancing literacy instruction and ensuring the success of all students at Lexington Elementary.

Cajon Valley Middle School:

By the end of the 2023/24 school year, our aim is to establish sustainable structures that promote ongoing literacy learning for staff and understand how to effectively support the integration of literacy instruction across all content areas, ultimately advancing students toward proficiency in reading.

In September 2023, iReady Diagnostic 1 data revealed significant challenges in student literacy, with 75% of assessed students reading at least 2-grade levels below proficiency, highlighting gaps in phonics skills, vocabulary, and staff readiness for explicit literacy instruction. To address these challenges, we adopted a tiered approach to provide targeted Literacy Professional Learning to meet the diverse needs of our students. Beginning with Tier 1 instruction, now and through 2024/25, all teachers are participating in Lexia Aspire™ Professional Learning sessions utilizing the existing Monday PLC Structure. This learning will include up to 15 Literacy courses that focus on accelerating phonics and language comprehension skills for all students.

Additionally, some Tier 1 teachers were trained in IMSE's OG Morphology Plus program to enhance advanced phonics instruction and are now integrating these practices into their teaching, using formative assessments to monitor literacy improvement. For Tier 2 and Tier 3 support, teachers either have completed or will undergo training in IMSE's OG Comprehensive Plus program by the end of summer 2024. This program is tailored for foundational learning support. Currently, trained Newcomer teachers and Educational Specialists have begun incorporating these practices into daily instruction. From experiences during this school year Admin is supporting master schedule changes to allow for more effective implementation and to support student literacy growth over the next year.

Last, eight teachers volunteered to become literacy leaders at CVMS and are participating in a 2-year LETRS professional development course, equipping them with comprehensive literacy knowledge and practical tools to support all students in achieving reading proficiency.

Focus Student Groups: Students with Disabilities

To address the literacy needs of students with disabilities, the Special Education department took an intentional focus on interventions to develop foundational reading skills. This focus has improved our district-wide ELA scores from Red to Orange.

SIPPS is a research-based foundational skills program proven to help both new and striving readers in grades K–12, including English learners and students identified with dyslexia. During the 23/24 school year, one Ed Specialist at every site has attended a SIPPS training. 5 sites have completed all 4 SIPPS levels. Feedback from teachers indicates positive student results.

Barton is a systematic, research based approach to teaching reading rooted in the science of reading and Orton-Gillingham strategies created for students with dyslexia and other reading disabilities. It was originally intended for one to one instruction and can be used in groups of up to three students. There are 10 levels of training, ranging from phonemic awareness to morphology.

By the end of this school year, over 70 education specialists and paras will be trained through level 4. This year, we tracked the iReady scores of a focus group of 22 students who are currently receiving instruction in levels 3 and 4 of Barton. The results revealed that:?
95% of the students improved their overall score;
59% of students increased one or more levels from D1 to D2;
82% demonstrated growth in their phonics scaled score.

In a district survey of teachers who trained to at least level 5 and are using the program with fidelity, staff corroborated the significant growth previously mentioned and indicated that they felt more confident teaching reading since they started implementing Barton in their classrooms. Given the success of the program, Barton training opportunities will continue throughout the next school year for previously enrolled and newly interested teachers.

Starting in the 24/25 school year, Cajon Valley will offer regularly scheduled training for Education Specialists and paraprofessionals via a district Tier 3 coach with accompanying on-site coaching support.

Primary roles for school psychologists include determining eligibility for special education services under Ed Code, evaluating student needs in the development of an appropriate IEP, evaluating functions of behavior and supporting staff in creating environments to support behavior, and supporting students mental health and behavioral needs.

Our 33 district school psychologists are crucial to the success of our student population, serving 24 Cajon Valley campuses, four charters, seven Non-Public Schools, five local private schools and any Cajon Valley students who attend not-for-profit schools in San Diego County. In reflection of the diversity in Cajon Valley, we have successfully recruited and retained 1 Chinese/English, 3 Arabic/English, and 11 Spanish/English bilingual school psychologists. During the 23/24 school year, our school psychologists have completed over 1200 evaluations and numerous functional behavior assessments, mental health assessments, behavior intervention plans, and Special Circumstance Independence Assistant (SCIA) evaluations.

Target Student Groups: English Learners

This year's California Dashboard data highlights the challenges around literacy for all students in our district and beyond, and is especially apparent for our English Learners. 4.3% fewer students who are English Learners classified as level 1, 2, or 3 made progress compared to last year as indicated on Cajon Valley's English Learner Progress Indicator (ELPI) on the California Dashboard. 5.7% fewer students maintained their ELPAC level of 1, 2, or 3 while 1.8% fewer students decreased their level compared to the previous year. For additional information on low performance at the district and school level on ELPI, please see addendum A at the end of this document.

Additionally, Cajon Valley has continued to increase the reclassification rate, which has increased from 5.19% of English Learner students in 20/21 to 9.49% of English Learner students being reclassified during the 2022-2023 school year.

There has been an increased alignment with the literacy goals and multilingual services goals during the 23/24 school year. At Cajon Valley Middle School, there was a pilot of teachers who teach newcomer classes who have received Orton Gillingham training during the 23/24 school year and have been focused on increasing foundational literacy with students who are newcomers. The district has also developed a

middle school newcomer cohort, providing monthly opportunities for teachers to come together, collaborate, and develop a cohesive and comprehensive plan to support our students who are newcomers at the middle school level.

There have also been over 40 teachers who have participated in Guided Language Acquisition Design (GLAD) professional learning during the 23/24 school year. These professional learning opportunities have increased teacher confidence and skills to support our diverse population of students who are English Learners.

Math

The 2023 California School Dashboard Mathematics data reveals a diverse range of outcomes across different student demographics. Several groups faced considerable challenges and there were positive developments as well. Combined performance for all students is 74.5 points below the state standard, with a small decrease of 1.7 points, falling into the 'Orange' category. English Learners, Homeless, and Foster Youth experienced declines in their scores and scored significantly below the standard, falling into the 'Red' category. On a positive note, Students with Disabilities improved by 7 points and Hispanic, Pacific Islander, and students identified as Two or More Races showed encouraging upward trends in their scores. Additionally, our Filipino student group demonstrated significant progress improving by 15.9 points and placed in the 'Blue' category. Meanwhile, our Asian and White student group, despite generally scoring better than many other groups, saw slight reductions in their mathematics performance. For additional information on low performance at the district and school level for mathematics, please see addendum A at the end of this document.

Our 2022-2023 CAASPP Math Achievement data reveals a wide range of math proficiency among students. 48.54% of all students met or exceeded the standard, with Asian and Filipino students showing higher success rates at 69.93% and 56.08%, respectively. White students achieved 49.02% and those identified as Two or More Races achieved 48.54% meeting or exceeding standards.

Although we have seen growth in many areas in mathematics, significant achievement gaps in math persist for several groups. Students with Disabilities and English Language Learners had particularly low proficiency rates, with only 12.26% and 9.93% meeting or exceeding standards. Other vulnerable groups, including those who are Socioeconomically Disadvantaged, Homeless, Foster Youth, African American, and Hispanic also demonstrated lower performance levels. This data highlights the need for targeted educational interventions to help elevate achievement among these underperforming student demographics.

In addition to CAASPP data, we use the iReady diagnostic assessment to monitor progress towards academic standards. This assessment is given three times a year. This assessment gives each student growth goals to work towards for the year based on their grade level and initial placement on diagnostic #1. All appropriate staff members in our organization are able access this data in order to personalize learning to support students.

We are focused on growth measures to ensure all students are making “typical growth” (one year’s growth) each year. Additionally, each student has a “stretch growth” target, a challenging yet realistic goal that moves the student closer to grade-level proficiency. These metrics are helping refine our Tier 1 MTSS structures in order to ensure the majority of our students are making growth from their starting point and not just measured against the state standard.

Based on our Diagnostic #2, given in February 2024, 28% of students were at or above grade level in Math, which is a 6% increase from last year. Please note this diagnostic assessment was given halfway through the school year and is not comparable to end of year performance.

Based on the iReady Diagnostic #2, results also show notable progress in our math improvement initiative. The data indicates that 58% of our students are on track to achieve a typical year's growth in mathematics for this school year. Furthermore, an impressive 42% of students are poised to reach their "stretch growth" targets in math.

In an effort to support students and their growth in mathematics, Cajon Valley provides teachers with the opportunity to be trained in Cognitively Guided Instruction (CGI). This training is based on 30 years of research regarding the development of children's number concepts and skills. The basic lesson structure provides students the opportunity to make sense of mathematical content, persevere in problem solving, and justify their thinking. During the 2023-24 school year 109 Cajon Valley teachers from 18 school sites participated in this training.

The basic structure of a math lesson in a CGI classroom includes a number sense activity such as a number talk or choral count, a problem launch to help students make sense of the word problem, work time where students work independently or with partners to solve the problem, and finally a share session where the teacher chooses specific student work for students to share that highlights the intentional lesson goal.

Our mid-year program evaluation, based on professional learning, classroom visits and teacher surveys, shows noteworthy progress in the area of teacher knowledge and confidence when teaching mathematics. This reflects the commitment of our educators to continue growing their knowledge and effectiveness when teaching mathematics.

According to feedback from our teachers, both students and teachers have learned to love math again because of this CGI training. Teachers have stated that they now enjoy planning and teaching math because the students are engaged and learning. Additionally, CGI has helped their students gain conceptual understanding that was previously lacking because they have more time to engage deeply with math concepts both independently and with other students.

Visual and Performing Arts

The visual and performing arts in Cajon Valley are growing. With the passage of Prop 28 -Arts and Music in Schools (AMS) funds, schools will receive ongoing funding to supplement and expand arts instruction starting with the 2023-24 school year.

The district's middle schools offer a wide variety of Visual and Performing Arts (VAPA) classes. Across all middle school campuses, students can enroll in Visual Art and Music, while the majority of sites also provide Theater and Media Arts classes.

Some areas of growth for middle school VAPA programs are making arts instruction available to all students, the implementation of dance programs, and a variety of music class options. Some students are not able to get arts instruction in middle school due to the schedule and courses that they are required to take. Currently, there is only one site offering a period of dance. While all schools are offering music to students, not all students have the opportunity to learn how to play an instrument.

At the Elementary level, students at Avocado, Fuerte, Johnson, Magnolia, Madison, and Rancho San Diego receive arts instruction from a designated arts teacher. Additionally, there is 1 Elementary Music teacher at Flying Hills School of the Arts. Other Elementary sites incorporate VAPA disciplines through arts integration, partnerships with outside arts organizations, or the after-school Enrichment Learning Opportunity Programs (ELOP).

Flying Hills School of the Arts is a TK-8th Grade school that provides all students in every grade level with arts instruction (visual, performing, and musical). There is a progression of skills and artistic development for students.

An area of growth for elementary schools is providing VAPA teachers on all campuses so all students can experience the arts. Every school site has developed a plan for how they will use their prop 28 funds to expand arts offerings for students. CVUSD sites are in the process of looking for and hiring these new arts teachers for the 2024–25 school year.

While the arts programs in Cajon Valley provide a number of excellent opportunities for students, there is still work to do in terms of providing arts instruction for all students so they can develop their own artistic ability.

Extended Learning Opportunities

Our Extended Learning Opportunity program continues to grow in Cajon Valley Union School District. This program served over 6,600 students during Camp Cajon and the school year to provide academic interventions, sports, and enrichment programs to our students. Academic progress is monitored through the iReady diagnostic tests to measure student growth in literacy through participation in the program, supporting the District's increased focus and investment in literacy growth.

TK Expansion

Our Transitional Kindergarten program continued expansion in 2023-2024 to include students that turned 5 by April 2nd, 2024. The expanded TK program is part of California's support for universal preschool ensuring that there are high-quality, developmentally appropriate classroom options for our students three and older through California State Preschool, Transitional Kindergarten, and Kindergarten. The 2024-2025 school year will expand the age eligibility to allow for students that turn 5 on or before June 2nd to be enrolled in TK. Finally, the 2025-2026 school year will expand age eligibility to any student that turns four years old before September 1st.

Reflections: Technical Assistance

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

During the 2023/2024 school year, Cajon Valley was identified for Differentiated Assistance in two areas: EL Academics and Suspension. Through coaching and guidance provided by the county office of education, Cajon Valley implemented a systematic literacy and social emotional learning plan. Site administrators met in cohorts of elementary schools and their feeder middle schools in 5 week cycles to engage in improvement cycles around literacy and belonging. Each site assembled and regularly met with a team of staff members, called the Thrive

Team, to develop, implement, and assess a plan that supported literacy and belonging. Each site then created a thorough literacy plan and submitted it to the central team. This allows the central team to offer strategic support to maximize the impact on student academic growth.

With the release of the 2023 dashboard, three middle school sites were identified for Comprehensive Support and Improvement (CSI) around suspension. These three sites (Cajon Valley Middle School, Greenfield Middle School, and Montgomery Middle School) have convened multiple times during the spring to complete a needs assessment and root cause analysis around suspension at their sites, including conducting student interviews to gain increased insight, and are currently being supported by the central office to develop a plan to include evidence-based interventions in their school system next year. The data analyzed included locally sourced suspension data derived from the district's student information system (SIS). This included in school and out of school suspensions, and types of incidents. Throughout the following school year, the site administrators and central office will convene regularly to engage in an improvement cycle process, evaluating current practices and determining impact on suspension.

Comprehensive Support and Improvement

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

Schools Identified

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

Cajon Valley Middle School
Greenfield Middle School
Montgomery Middle School

Support for Identified Schools

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

Cajon Valley Middle School, Montgomery Middle School, and Greenfield Middle School have all qualified for comprehensive support based on several key performance indicators. These indicators include attendance rates, suspension rates, performance in English Language Arts (ELA), math performance, and the English Learner Progress Indicator (ELPI). Each of these schools has demonstrated specific needs in these areas, resulting in targeted interventions and additional resources to help improve student outcomes.

The Cajon Valley School District is committed to providing every school with the necessary resources and support to ensure that students receive a high-quality education. As part of this commitment, the district will offer additional support to each CSI eligible school, beginning in spring 2024.

To improve identified student outcomes, the district offered professional learning and assistance in developing each site's need assessment. First, the district collaborated with staff to provide professional learning related to site-specific data analysis. Teams reviewed data sources, including CSI indicators and local student data/assessments, to identify strengths and weaknesses in student academic and behavioral data.

This analysis has helped to determine evidence-based strategies to improve student outcomes. CVUSD will also work with CSI to ensure each school provides opportunities for staff and family input into their CSI Plan.

Secondly, CVUSD staff will provide in-person professional learning for CSI eligible sites to identify any potential resource inequalities. This review will help pinpoint areas where students may lack access to necessary resources. Based on the data analysis and resource review, these sites will conduct a needs assessment to identify the root causes of weaknesses. This assessment will help determine where additional resources and strategies are needed to improve student outcomes.

With guidance from the district and Educational Services, CSI eligible sites will develop a comprehensive support and improvement plan outlining specific actions, timelines, and resources needed to achieve improvement goals. This plan will be tailored to the unique needs of each site's community and resources. The district will then provide support and resources to implement the strategies outlined in their CSI plan. This may include professional development for teachers, intervention programs for students, and other resources to support improved student outcomes. The district will monitor the progress of the plan and provide ongoing support to ensure that the plan achieves its goals.

Monitoring and Evaluating Effectiveness

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

To support CSI Eligible sites, the district will implement progress monitoring strategies to ensure the comprehensive support and improvement plan is effectively implemented and adjusted as needed. The district will work closely with these sites to collect academic, behavioral incident, and attendance data every six weeks to track progress toward the goals outlined in the plan.

Regular progress reports will be provided to CSI Eligible site staff and district leadership teams to ensure effective implementation and allow for adjustments based on data analysis. If changes are needed, the district will collaborate with CSI Eligible sites to modify strategies, adjust interventions for struggling students, or provide additional resources to support student academic achievement.

At the end of each school year, the district will evaluate the effectiveness of the comprehensive support and improvement plan based on progress toward identified goals, areas of improvement, and feedback from CSI Eligible site and district leadership teams. Through these progress monitoring strategies, Cajon Valley School District will ensure that the comprehensive support and improvement plan for CSI Eligible sites is effectively implemented and adjusted based on student outcomes.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Committee	<p>The LCAP Committee meets four times a year to review the district's goals, actions, services, data, budget, and districtwide survey results from all educational partners. With all this information, the committee provides input on how to allocate available one-time funds and ongoing LCAP funding items.</p> <p>Meeting Dates: November 2, 2023 February 15, 2024 April 18, 2024 May 23, 2024</p>
LCAP Student Committee	<p>Student meetings are aligned with LCAP meeting topics. Students meet online with a central lead to capture their voices on current topics, and their feedback is shared during LCAP meetings. This group also provided direct feedback on the LCFF Priority Survey.</p> <p>Meeting Dates: January 22, 2024 February 26, 2024 March 18, 2024 April 29, 2024</p>
DELAC	<p>The DELAC committee meets throughout the school year to address the specific needs of English Learners and their families. Agendas include topics related to the local control and accountability plan. In</p>

Educational Partner(s)	Process for Engagement
	<p>the spring, the LCAP annual update is provided to this group for further feedback.</p> <p>Meeting Dates: September 20, 2023 October 18, 2023 October 23, 2023 November 29, 2023 January 24, 2024 February 28, 2024 March 13, 2024 April 17, 2024 May 15, 2024 June 5, 2024</p>
Families	<p>All families were given the opportunity to provide feedback through our districtwide LCFF Priorities Survey and the Portrait of a Graduate Priority Skills Survey.</p>
Administration	<p>The administrative association has representation on the LCAP committee. Principals, assistant principals, and central leadership meet at least monthly to provide data and targeted feedback related to goals and actions. Central teams create goals aligned with actions and metrics to measure effectiveness. Overviews and feedback from LCAP meetings are shared during administrative meetings. All administrators have the opportunity to provide input on the LCFF Priority Survey.</p> <p>Meeting Dates August 30, 2023 September 6, 2023 September 13, 2023 September 20, 2023 September 27, 2023 October 4, 2023 October 18, 2023 October 25, 2023 November 1, 2023 November 15, 2023 December 6, 2023</p>

Educational Partner(s)	Process for Engagement
	January 17, 2024 January 31, 2024 February 7, 2024 February 21, 2024 March 6, 2024 March 20, 2024 April 17, 2024 May 1, 2024 May 15, 2024
Certificated Staff	Certificated association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All certificated staff had the opportunity to provide input on the LCFF Priority Survey.
Classified Staff	Classified association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All classified staff had the opportunity to provide input on the LCFF Priority Survey.
Equity Multiplier Sites	To ensure the effective use of Equity Multiplier Funding, both CVUSD Homeschool and Empower teams collaborated closely with their educational partners. This collaborative effort focused on reviewing current ELA data from CAASPP and iReady assessments to understand the needs of students, staff, and families. The process involved: Seeking Understanding: Gathering insights from the voices of students, staff, and families to fully grasp the current state of ELA and reading performance. Evaluation and Exploration: Investigating the potential and possibilities of existing practices and programs to identify areas of improvement. Taking Action: Implementing continuous improvement strategies aimed at ensuring every student thrives in Cajon Valley, particularly in ELA and reading. Building Systems: Creating sustainable and replicable processes to institutionalize change across the district.

Educational Partner(s)	Process for Engagement
	<p>These efforts were aligned with LCAP Goal 3, which aims for all students to excel in reading, writing, listening, speaking, and mathematics. Specifically, the Literacy Goal 3 Metric targets 70% of students achieving “typical growth” in iReady district assessments by the end of the year.</p> <p>Each site defined their Ideal State and developed a Change Idea using the PDSA (Plan-Do-Study-Act) cycle for the 2023-2024 school year. This change idea is rooted in the science of reading and tailored to each site's resources. With the additional Equity Multiplier Funding, both sites are now expanding their change ideas based on feedback from staff, students, and families.</p> <p>Feedback focused on whether a balance of quantitative and qualitative data was being provided and gathered insights into the following question: As students progress through their Cajon Valley experience, what skills do they need to thrive in a complex, rapidly changing world of work.</p>

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

The Cajon Valley Union School District has implemented a comprehensive feedback system to gather input from various educational partners, including families, staff, students, principals, SELPA, and DELAC. Specific dates are set for input meetings for each group, and LCAP committee meetings serve as platforms for discussing feedback and making recommendations. To expand student voice in decision-making, the district has formed student LCAP feedback groups, inviting students from grades 5-8 to share their perspectives on LCAP goals and agenda items.

This feedback system is crucial for improving services and understanding the needs and priorities of each educational partner group. By listening to these views, the district has shaped and refined its services. This year, a district and community-wide survey was created to highlight strengths and areas of focus based on LCFF Priorities. Feedback on LCAP goals and actions is provided by Advisory Teams, DELAC, the districtwide LCAP Committee (which includes parents of students with disabilities), and the governing board.

The district's commitment to transparency and accountability is further demonstrated by mid-year governing board presentations, LCAP public hearings, and requests for final board adoption. Input from various educational partners has significantly influenced the 2024-2027 LCAP. Feedback gathered during monthly Principal Meetings emphasized the need for more professional learning time on campuses and site-specific professional development, leading to adjustments in Action 1.05. Principals and assistant principals also highlighted the need for increased campus aide allocations to support expanding TK programs and lunch recycling initiatives (Action 2.14).

During LCAP Meetings, committee members stressed the necessity of streamlining the field trip reservation process and increasing busing availability (Actions 1.03 & 1.04). They also identified the need for enhanced maintenance plans to address unforeseen repairs and emergencies (Actions 2.07 & 2.14) and recommended expanding the district safety committee, campus safety leads, roving support, and district substitutes. The LCAP committee also provided feedback to align Goal 4 with all LCAP focus areas, promoting inclusivity and avoiding the separation of specific student groups (Goals 4.01-4.05).

Feedback from Student LCAP Meetings provided valuable insights into student priorities, informing various LCAP actions and strategies, including requests for expanded food choices for lunch, making lessons more engaging, and maintaining facilities. DELAC Meetings emphasized the increasing need for translation and interpretation services to support the growing number of English learners from diverse linguistic backgrounds (Actions 2.01 & 3.11). The DELAC committee also highlighted the need for more personalized learning (Actions 3.06 & 3.14), enrichment classes, parent education focused on bullying and addiction prevention (Action 2.04), and increased SPED supports (Action 3.09).

To make the most of Equity Multiplier Funding, both CVUSD Homeschool and Empower teams have refined and expanded their literacy change plans based on feedback from their educational partners. These plans involve hiring additional staff to provide targeted instruction tailored to student needs, as identified through iReady and CAASPP data. The new staff members, trained in the Science of Reading, will help organize students into groups based on their specific reading requirements, ensuring that each student receives the support they need to improve their reading skills (Goal 5).

Furthermore, the LCAP committee, principals, and teachers recommended funding for Science of Reading training and the continuation of site funds for the 2024-2025 school year (Actions 3.02 & 3.07). The collective input from these educational partners has been instrumental in refining the 2024-2027 LCAP, ensuring that it addresses the diverse needs and priorities of the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students acquire the relevant skills needed for personalized career pathways based on their natural talents and interests. Data from the Student Gallup Survey revealed that only 37% of students in grades 5-8 feel hopeful about their future, and only 47% are classified as "engaged" in their learning. Additionally, the Gallup Parent Survey results indicate that one of the lowest-performing indicators is that parents feel their child lacks opportunities to choose how they learn. By increasing personalized learning opportunities based on students' unique strengths, career development, and social-emotional learning, student agency will increase, positively impacting student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	RIASEC Interest Survey Completion	Baseline information will be collected through the LMS in Spring 2025.			Target will be established based on baseline in the 24-25 school year.	
1.2	Priority 6 Survey	2024 Priority 6 Student Survey: At least one adult in my school knows my interests - 61% of			2027 Priority 6 Student Survey, increase % of responses at a 4 or 5 by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>students responded 4 or 5 on a 1-5 scale</p> <p>At least one adult in my school knows my hopes/goals for the future - 52% of students responded 4 or 5 on a 1-5 scale</p> <p>The things I'm learning in school are important to me - 65% of students responded 4 or 5 on a 1-5 scale</p> <p>The things I'm learning in school are important to my future - 70% of students responded 4 or 5 on a 1-5 scale</p> <p>I shared my ideas in class this year to peers and/or adults. New Metric: Will be collected 24-25 SY</p>			<p>At least one adult in my school knows my interests - 71%</p> <p>At least one adult in my school knows my hopes/goals for the future - 62%</p> <p>The things I'm learning in school are important to me - 75%</p> <p>The things I'm learning in school are important to my future - 80%</p>	
1.3	Career Development Learning Experiences	95% of students had access to at least one enhanced career development learning experience outside their classroom.			100% students will have access to at least one enhanced career development learning experience outside their classroom.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Broad Course of Study	<p>100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.</p> <p>100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.</p>			<p>Maintain Baseline: 100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.</p> <p>100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Principal Professional Learning Communities	<p>Baseline information will be collected during the 24-25 school year.</p> <p>75% of sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance</p>			<p>Target will be established based on baseline in the 24-25 school year.</p> <p>By June 2025, 100% of sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance</p>	
1.6	Professional Learning Day Survey	<p>Baseline information will be collected during the 24-25 school year.</p> <p>On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD</p> <p>On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD</p>			<p>Target will be established based on baseline in the 24-25 school year.</p> <p>Maintain an average score of 4 or higher, and/or raise 0.2 for each indicator.</p> <p>On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD	
1.7	Central Offerings PL Survey	<p>Baseline metrics from 24/24 school year: Highest area of need in each goal</p> <p>Goal 1: Integration of Modern Curriculum in to Core Content: 35%</p> <p>Goal 2: Response to Behavior: 48%</p> <p>Goal 3: ELA: District Curriculum: 40% ELA: Evidence Based Instruction: 35%</p> <p>Goal 4: Supports / Services to Students with Disabilities: 40%</p>			<p>Decrease respondents reporting each areas as an area of need by 2%</p> <p>Goal 1: Integration of Modern Curriculum in to Core Content: 33%</p> <p>Goal 2: Response to Behavior: 46%</p> <p>Goal 3: ELA: District Curriculum: 38% ELA: Evidence Based Instruction: 35%</p> <p>Goal 4: Supports / Services to Students with Disabilities: 38%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	K-5 Report Cards: Presentation of Knowledge & Ideas	Based on Trimester 2 report cards, 79% of K-5 students were at expected growth in "Presentation of Knowledge & Ideas."			Increase baseline data by 5% 84% of K-5 students were at expected growth in "Presentation of Knowledge & Ideas."	
1.9	ELPAC Listening and Speaking	Based on 22/23 Summative ELPAC, 26% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.			36% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	TEDx	Based on the results from our 2022-2023 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students. This is especially evident in our English Learner population, including students who are Long Term English Learners. To address this, certificated leads specializing in Presentation Literacy will offer programs designed to help students articulate their ideas clearly, concisely, and confidently. This initiative is intended to enhance communication skills, which are essential for nurturing better social relationships, enhancing academic performance, and preparing students for professional environments. As part of this effort, we will increase the frequency of feedback that specifically target listening and speaking skills, providing students with regular feedback to help them recognize their strengths and pinpoint areas for improvement. This targeted action is primarily aimed at supporting unduplicated students and is expected to significantly enhance or improve services for this group. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for English language arts, please see addendum A at the end of this document.	\$200,000.00	Yes
1.2	Recreational Equipment Replacement	Our ELOP programs are expanding in response to the rising enrollment of district students. Based on the positive feedback from last year's additional funding for recreational equipment purchases, we have decided to continue this support. This funding will enable sites to sustain and enhance outdoor activities for students on campus. While any student may access this equipment during or after school, these resources are primarily directed towards students represented in our unduplicated count.	\$156,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Career Development Experiences	Community feedback strongly supports providing central funding for fifth-grade students to attend BizTown as part of our broader World of Work experiences. This initiative is highly valued for its significant role in enhancing engagement and career development from kindergarten through eighth grade. There is also considerable appreciation for funding site-selected opportunities for career-related experiences off campus. Taking into account our dashboard requirements, this action is intended to reduce chronic absenteeism district-wide, particularly at sites with red indicators. Additionally, it will aid in decreasing suspension rates across the district, especially at sites showing signs of concern. For further insights into low performance regarding chronic absenteeism and suspension at the school level, please refer to addendum A located at the conclusion of this document. While these experiences may be accessed by any CVUSD student, they are primarily directed towards students represented in our unduplicated count.	\$324,015.00	Yes
1.4	Transportation Operations Assistant	To accommodate the growing number of requests for transportation related to off-campus career development experiences, there is a need for a dedicated transportation system to efficiently manage and process the volume of requests from sites for district-supported busing.	\$89,700.00	Yes
1.5	Professional Development	In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension, we are initiating targeted improvements. Certified staff at each site will collaboratively analyze ELA and math diagnostic data to enhance personalized instruction for English Learners, including Long Term English Learners, low-income students, and foster youth. Additionally, comprehensive professional development focusing on improvement science. Professional learning opportunities days in August and January will focus on tracking growth data and intervention. In addition, Minimum Day Monday's will prioritize community skills, focus standards, literacy training, social-emotional learning, and safety protocols at both site and district levels. There are approximately 66 hours of learning within these designated professional learning opportunities. In	\$5,180,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>accordance with our dashboard requirements, these actions are designed to address various areas of concern across the district. They aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to improve performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please see addendum A appended to this document.</p>		
1.6	Professional Learning Coordinator	<p>A centralized professional learning coordinator will oversee the development and implementation of districtwide staff learning opportunities that align with the CVUSD Vision and instructional model emphasizing rigor, relevance, personalization, and foundational learning environments. Furthermore, a greater emphasis will be placed on coordinating professional learning cohorts in literacy and community-prioritized skills. To effectively support the 76% of our student body that qualifies as unduplicated pupils, a districtwide approach will be utilized to provide professional learning to ensure equitable access to resources and opportunities.</p>	\$185,000.00	Yes
1.7	Content Area Professional Learning Cohorts	<p>Certificated classroom staff will collaborate in groups to develop and offer personalized learning experiences for students in the unduplicated count. Trainers will further enhance support and professional development for staff, focusing on competency-based learning. This professional development is intended to personalize student learning experiences and broaden opportunities for students in the unduplicated count to demonstrate their mastery of standards/competencies. Districtwide access to cohort professional development is being provided because 76% of our students are unduplicated pupils, allowing us to focus on strategic initiatives that benefit the majority of our student population comprehensively.</p>	\$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, staff, and families will feel safe, empowered, and respected.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was established to ensure a culture that is most conducive to student growth, success, and achievement. The Cajon Valley Union School District's performance in chronic absenteeism, as depicted in the California School Dashboard, presents a positive picture due to a large decline of 3.1% from the previous year. This suggests a decreasing challenge in maintaining regular attendance among students district-wide. Reflecting the pattern at the district level, we had 12 out of our 13 student groups decline in chronic absenteeism. The groups with the largest declines in absenteeism—Filipino, Foster Youth, African American, Asian, English Learners, and Students with Disabilities—all experienced reductions ranging from 4.6% to 7%. Although we are celebrating this positive reduction, we still had our American Indian student group increase and place in the red performance level. This year's report on suspension rates in our district shows areas of significant challenges and improvement opportunities. Based on our 2023 California Dashboard, our overall performance level is red, indicating a very high rate of out-of-school suspension. The District increased by 2.3% in suspension rates, meaning more students were suspended at least once from school. African American students, English Learners, Foster Youth, those identifying with Two or More Races, Pacific Islanders, Socioeconomically Disadvantaged students, Students with Disabilities, and White students are all in the red category, with increases ranging from 2.2% to 5.9%. Foster Youth, in particular, has the highest increase. The lowest-performing indicator related to student engagement in the Gallup Survey was: "At this school, I get to do what I do best every day" and "Someone has told me I have done good work at school". In educational partner feedback sessions, staff shared the need to improve how we verbalize and show respect to each other, students, and families. By attending district wide patterns of behavior, we can improve student, staff, and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Accountability Dashboard: Suspension Indicator	2023 Dashboard Suspension Indicator:			2026 Dashboard Suspension Indicator:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students Indicator Color: Red 5.2% suspended at least one day Increased 2.3%</p> <p>All Student Groups by Performance Level</p> <p>Red: African American 9% suspended at least one day Increased 3.2%</p> <p>English Learners: 5% suspended at least one day Increased 2.2%</p> <p>Foster Youth: 9.8% suspended at least one day Increased 5.9%</p> <p>Hispanic: 5.4% suspended at least one day Increased 2.6%</p> <p>Homeless: 7.7% suspended at least one day Increased 3.5%</p> <p>Two or More Races:</p>			<p>All Students 4.2% suspended at least one day</p> <p>All Student Groups by Performance Level</p> <p>African American 4.2% suspended at least one day</p> <p>English Learners: 4.2% suspended at least one day</p> <p>Foster Youth: 4.2% suspended at least one day</p> <p>Hispanic: 4.2% suspended at least one day</p> <p>Homeless: 4.2% suspended at least one day</p> <p>Two or More Races: 4.2% suspended at least one day</p> <p>Pacific Islander: 4.2% suspended at least one day</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>5.7% suspended at least one day Increased 3%</p> <p>Pacific Islander: 6.7% suspended at least one day Increased 4.5%</p> <p>Socioeconomically Disadvantaged: 5.7% suspended at least one day Increased 2.5%</p> <p>Students with Disabilities: 7.8% suspended at least one day Increased 3.2%</p> <p>White: 4.8% suspended at least one day Increased 2.2%</p> <p>Orange: Asian: 2.1% suspended at least one day Increased 0.8%</p> <p>Yellow: American Indian: 3.5% suspended at least one day Declined 3.3%</p>			<p>Socioeconomically Disadvantaged: 4.2%</p> <p>Students with Disabilities: 4.2% suspended at least one day</p> <p>White: 4.2% suspended at least one day</p> <p>Asian: Maintain or improve the current 2.1% suspension rate</p> <p>American Indian: Maintain or improve the current 3.5% suspension rate</p> <p>Filipino Maintain the current 0% suspension rate Yellow: American Indian: Maintain or improve the current 3.5% suspension rate</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Blue: Filipino 0% suspended at least one day Declined 2.2%			Blue: Filipino Maintain the current 0% suspension rate	
2.3	California Accountability Dashboard: Chronic Absenteeism Indicator	<p>2023 Dashboard Chronic Absenteeism</p> <p>All Students Indicator Color: Yellow 31% chronically absent Decreased 3.1%</p> <p>All Student Groups by Performance Level</p> <p>Red: American Indian 33.3% chronically absent Increased 0.8%</p> <p>Orange: Filipino 21.1% chronically absent Declined 5%</p> <p>Foster Youth 43% chronically absent Declined 7%</p> <p>Homeless</p>			<p>2026 Dashboard Chronic Absenteeism Indicator</p> <p>All Students 22% chronically absent</p> <p>All Student Groups by Performance Level</p> <p>American Indian 22% chronically absent</p> <p>Filipino Maintain or improve 21.1% chronically absent</p> <p>Foster Youth 22% chronically absent</p> <p>Homeless</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>68.5% chronically absent Declined 1.1%</p> <p>Pacific Islander 10.7% chronically absent Declined 0.9%</p> <p>White: 23% chronically absent Declined 1.7%</p> <p>Students with Disabilities 22.7% chronically absent Declined 0.8%</p> <p>Yellow: African American 39.4% chronically absent Declined 6.5%</p> <p>Asian 19.7% chronically absent Declined 6.7%</p> <p>English Learners 29.7% chronically absent Increased 4.6%</p> <p>Hispanic</p>			<p>22% chronically absent</p> <p>Pacific Islander Maintain or improve 10.7% chronically absent</p> <p>White: 22% chronically absent</p> <p>Students with Disabilities 22% chronically absent</p> <p>African American 22% chronically absent</p> <p>Asian Maintain or improve 19.7% chronically absent</p> <p>English Learners 22% chronically absent</p> <p>Hispanic 22% chronically absent</p> <p>Two or More Races</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>41.8% chronically absent Increased 3.2%</p> <p>Two or More Races 31.9% chronically absent Declined 3.2%</p> <p>Socioeconomically Disadvantaged 34.1% chronically absent Declined 3.1%</p>			<p>22% chronically absent</p> <p>Socioeconomically Disadvantaged 22% chronically absent</p>	
2.4	Local Indicator: School Climate (Priority 6)	<p>I feel safe at school: 63% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 43% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p>			<p>Increase by 2% and/or maintain above a 85%.</p> <p>I feel safe at school: 65% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 45% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>I feel like I belong at my school: 55% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 53% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>			<p>74% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 57% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 55% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	
2.5	Local Indicator: Basic Services and Conditions (Safe, Clean and Functional School Facilities) (Priority 1)	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).			Annual Williams Audit (FIT): Maintain 100% of sites audited having an overall score of “Good” or higher on the Facilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Inspection Tool (FIT).	
2.6	Local Indicator: Parent and Family Engagement (Priority 3)	<p>The following are based on the local indicator's survey provided to families March and April 2024:</p> <p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.21 Highest Mean Score: 4.46</p> <p>Creating welcoming environments for all families in the community Lowest Mean Score: 3.93</p> <p>Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.31 Highest Mean Score: 4.46</p> <p>Providing families with information and resources to support student learning and</p>			<p>Increase by 0.2 and/or maintain baseline above 4.25</p> <p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.25</p> <p>Creating welcoming environments for all families in the community Mean Score: 4.46</p> <p>Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children Mean Score 4.13</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.31</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>development in the home Lowest Mean Score: 4.15 Supporting families to understand and exercise their legal rights and advocate for their own students and all students</p> <p>Seeking Input for Decision-Making Overall Mean Score: 4.21 Highest Mean Score: 4.31 Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Lowest Mean Score: 4.15 Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making</p>			<p>Providing families with information and resources to support student learning and development in the home. Mean Score: 4.46</p> <p>Supporting families to understand and exercise their legal rights and advocate for their own students and all students Mean Score: 4.25</p> <p>Seeking Input for Decision-Making Overall Mean Score: 4.25</p> <p>Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Mean Score: 4.3</p> <p>Building the capacity of and supporting family</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					members to effectively engage in advisory groups and decision-making Mean Score: 4.25	
2.7	Parent Engagement Reflection Tool	Baseline data will be collection in Fall 2024			Increase average site score by 10% as determined by baseline.	
2.8	Average Daily Attendance Rate	As of 4/22/24, the Average Daily Attendance Rate is 91.9%.			Increase the Average Daily Attendance Rate to 93%	
2.9	Middle School Dropout Rate	.02% Middle School Dropout Rate, 1 student dropped out)			Decrease Middle School Dropout Rate to .01%	
2.10	Expulsion Rate	.06% Expulsion Rate (11 students expelled as of April 2024)			Decrease expulsion rate to .03%.	
2.11	Parental Involvement: Efforts to seek parent involvement and decision making	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils. 100% of schools have a School Site Council 100% of Title I schools have an English Learner Advisory Council 100% of Title I schools are able to select a site			Maintain 100% of schools having a School Site Council Maintain 100% of Title 1 schools are able to have a site representative for the District English Learner Advisory Council Maintain 100% of s schools are able to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>representative for the District English Learner Advisory Council</p> <p>100% of schools are able to select a representative for the LCAP Committee</p> <p>100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>85% of all Newcomer families participated in a Newcomer Welcome meeting.</p>			<p>select a representative LCAP Committee</p> <p>100% of unduplicated parents are invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>Increase to at least 90% of Newcomer families participating in a Newcomer Welcome meeting.</p>	
2.12	Priority 6 Student Survey	<p>I feel safe at school: 63% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 43% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that</p>			<p>Increase by 2%.</p> <p>I feel safe at school: Increase to 65% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: Increase to 45% of students in grades 4-8 report that their school is clean (a</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 55% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 53% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>			<p>4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: Increase to 74% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: Increase to 57% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: Increase to 65% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Annual Staff Gallup Poll	<p>2023 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 71% of staff indicate they agree/strongly agree</p> <p>Q05: My manager, or someone at work, seems to care about me as a person. 81% of staff indicate they agree/strongly agree</p> <p>Q07: At work, my opinions seem to count. 65% of staff indicate they agree/strongly agree</p>			<p>2026 Staff Gallup Poll (Q12) Metric: Increase by 5% of staff who agree/strongly agree for each question</p> <p>Q02: I have the materials and equipment I need to do my work right. 76% of staff indicate they agree/strongly agree</p> <p>Q05: My manager, or someone at work, seems to care about me as a person. 86% of staff indicate they agree/strongly agree</p> <p>Q07: At work, my opinions seem to count. 70% of staff indicate they agree/strongly agree</p>	
2.14	Annual Parent Survey	"March 2023 Spring Gallup Parent Poll (next			"March 2026 Spring Gallup Parent Poll	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Gallup Parent Poll administered May 2024)</p> <p>45% of respondents are fully engaged.</p> <p>81% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed with the statement, "This school is perfect for my child."</p>			<p>Maintain above 80% and/or increase by 3%.</p> <p>48% of respondents are fully engaged.</p> <p>At or above 80% of respondents agreed with the statement, "My child's school always delivers on what it promises."</p> <p>At or above 80% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>At or above 80% of respondents agreed with the statement, "This school is perfect for my child."</p>	
2.15	Annual CVUSD Safety Survey (Families & Staff)	<p>88% of staff feel their school is a safe place.</p> <p>78% of families agree with the statement, "My</p>			<p>Increase by 2%</p> <p>90% of staff feel their school is a safe place.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		child feels safe at this school."			80% of families agree with the statement, "My child feels safe at this school."	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Translation Services	With rising enrollment and 40 percent of incoming students being English learners who speak 30 different languages, we plan to boost funding for translation and interpretation services. District translators will ensure clear communication for students and their families, bridging cultural gaps and strengthening community bonds. This service will help English Learners	\$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and their families better understand and engage with their schools, which is expected to improve their academic performance. Aligned with our dashboard requirements, these actions are designed to address various areas of concern across the district. They are intended to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. They seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.</p>		
2.2	<p>Grants and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)</p>	<p>Grants and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE) The Grants Engagement Supervisor will be responsible for developing, staffing, and managing programs that support family engagement, leadership development, and the forging of partnerships with local organizations. Engaging families and community members in the educational process not only boosts academic performance but also enhances safety support. These initiatives are aimed at improving both academic and social-emotional outcomes for English Learners and low-income students. Additionally, the Director of English Learner and Family and Community Engagement (FACE) will oversee the coordination of bilingual programs and the curriculum for English Learners. This includes the development, implementation, and monitoring of student growth data to boost academic achievements for language learners. The director will also seek grant funding to secure additional resources for English Learner students and their families. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.</p>	\$265,835.00	Yes
2.3	<p>Engagement Surveys</p>	<p>Since introducing our annual Gallup surveys, we have observed increasing engagement among students, staff, and parents. These surveys will continue to be conducted annually with students, staff, and families to assess their level of engagement, aiming to enhance student outcomes</p>	\$50,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with the support of all educational partners. We will analyze the data by subgroups to ensure that our unduplicated students feel engaged, hopeful, and have a sense of belonging, while also learning to understand and manage their emotions and establish positive relationships with others. Although input is gathered from all stakeholders, the feedback provided is primarily focused on improving outcomes for our students represented in our unduplicated count.		
2.4	Community Liaisons	Family and Community Liaisons will enhance family and community involvement in student learning, providing guidance on how to support students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during and after school hours, offering access to district support and programs. With enrollment increasing and a significant rise in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family welcome center available daily to assist families. In accordance with our dashboard requirements, these actions are designed to address various areas of concern across the district. They aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.	\$649,298.00	Yes
2.5	Recruit and maintain high quality staffing supporting students	By offering these services to both current and potential staff, we can effectively fill positions and ensure our district is adequately staffed. Increasing staffing will allow a district CPR Trainer to deliver comprehensive training, equipping staff to handle student medical emergencies both on and off campus, particularly benefiting our unduplicated population. Additionally, addressing the prohibitive cost of fingerprinting, which has been a barrier to recruiting and retaining staff, will remove a significant obstacle and improve our ability to attract and retain qualified personnel. While these services are available to all applicable staff, the goal is to provide adequate and quality staffing for students represented in our unduplicated count.	\$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Site Administrative Support	Additional funding will be allocated for assistant principals to enhance support for students identified within the unduplicated count, aiming to improve student connectedness, engagement, attendance, and academic outcomes. Specifically, middle schools with more than 800 students and over 55% unduplicated count will receive 0.5 FTE Assistant Principals. Similarly, elementary schools with enrollments exceeding 900 and over 55% unduplicated count will also receive additional administrative support with Assistant Principals at 0.25 FTE each. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A located at the end of this document.	\$1,634,315.00	Yes
2.7	Facilities Improvement	The district's maintenance and operations department will offer services focused on the necessary repairs and upkeep of facilities, aiming to sustain a secure and well-maintained learning environment. This initiative is specifically designed to benefit all students, particularly those in our unduplicated population, by enhancing their educational performance and outcomes. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.	\$3,000,000.00	Yes
2.8	Custodial and Grounds	Maintenance staff members will provide custodial and grounds services to maintain the school facilities effectively. This effort is intended to create a safe and well-kept learning environment particularly for those represented in our unduplicated count. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document. While all students benefit from maintenance of our	\$2,176,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
		facilities, the services are primarily directed towards students represented in our unduplicated count.		
2.9	Office Support	To increase attendance and engagement among students in the unduplicated count, CVUSD has established a family resource and enrollment center and increased support staffing at sites. The current accountability dashboard indicates that these students are experiencing high chronic absenteeism and could greatly benefit from additional support. School Administrative Assistant Leads, in collaboration with site office staff, will strive to fulfill the Cajon Valley 8 Promises by fostering positive relationships with students and families, enhancing the school environment, and providing the necessary support. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.	\$774,000.00	Yes
2.10	Visitor Management System	Front office staff will utilize a visitor management system to enhance school safety, particularly for students in the unduplicated count. This system improves security by scanning visitors' identification, cross-referencing the information with a sex offender database, and notifying campus administrators if there is a match. This proactive approach significantly increases student safety on campus. The system's maintenance will undergo an annual review to ensure its effectiveness. While this system is used for all visitors, the primary intention of this security measure is to protect students represented in our unduplicated count.	\$17,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Bus Safety Systems	CVUSD invests in technologies like the RFID Bus System with Zonar and Stopfinder GEO Alerts to significantly enhance student safety during school transportation. These systems provide real-time tracking of bus locations, ensuring that both school administrators and parents are always informed of the bus's location, which is crucial in emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust among all stakeholders. Additionally, the ability to monitor bus routes and student boarding details helps maintain accountability and ensures that students board and alight at the correct stops, further safeguarding their travel to and from school. By improving operational efficiency and providing a safer transportation environment, these technologies are vital investments for student safety. While any student accessing transportation will benefit from this communication system, increasing our transportation efficiency is primarily directed towards students represented in our unduplicated count.	\$40,374.00	Yes
2.12	District Safety and Security	Middle School Campus Safety Leads will assist schools in ensuring a safe and secure environment for the protection of students, staff, visitors, and property. The team will include a coordinator, dispatcher, and administrative assistant dedicated to managing and overseeing safety across all campuses. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While all students will benefit from these expanded security supports, they are primarily directed towards students represented in our unduplicated count.	\$1,111,400.00	Yes
2.13	Campus Aides	Campus aides are essential for student safety during unstructured times such as before and after school, passing periods, lunch, and recess. By actively monitoring key areas and engaging with students, they help prevent problems and ensure a safe environment. Their presence, intervention in conflicts, and familiarity with emergency procedures	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>contribute to maintaining order. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While this staffing supports all students, the additional support is primarily directed towards students represented in our unduplicated count.</p>		
2.14	Safety Equipment	<p>These safety enhancement projects are specifically designed to increase student safety across various aspects of the school environment. Upgrading site fire alarms ensures that students and staff can be quickly alerted in case of a fire, allowing for prompt evacuation and immediate emergency responses. Improving security radios at the District Office enhances communication during emergencies, enabling swift, coordinated actions. Additionally, refreshing bus cameras strengthens monitoring on school buses, ensuring incidents are recorded and managed more effectively. This proactive approach not only addresses current safety concerns but also helps prevent future incidents, providing a safer transportation environment for students. Each project is a key component in strengthening the overall safety infrastructure and creating a protective environment for students.</p> <p>In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates district-wide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While these safety enhancements benefit all students, the additional support is primarily directed towards students represented in our unduplicated count.</p>	\$300,000.00	Yes
2.15	Pool Safety-Lifeguard	<p>Providing a lifeguard is essential for ensuring student safety when offering instruction in water safety and swimming techniques. Many students represented in the unduplicated count have limited access to swimming facilities and lessons outside of school. By offering these resources both during school and summer, we help students gain essential water safety</p>	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		skills, reducing the risk of water-related accidents and promoting their physical health. This support increases staff coverage when engaging with students in water related activities.		
2.16	Counseling Program	Site and central counselors will enhance support for unduplicated students by focusing on academic achievement, career development, and social-emotional support. They will conduct classroom guidance lessons, including middle school sessions on bullying, suicide, and human trafficking prevention. These efforts are intended to improve both academic and social-emotional support for students within our unduplicated count. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A located at the end of this document.	\$3,793,210.00	Yes
2.17	Homeless/Foster Liaison Support (Title I)	District Homeless Liaison will coordinate services and resources for students experiencing homelessness and experiencing unique barriers to academic success. By providing basic school supplies and services, students have greater opportunities for academic and social-emotional growth. Cajon Valley students experiencing homelessness receive: No cost EDP, Camp, Backpack & supplies, Chrome book insurance, transportation, clothing, and shoes gift cards	\$183,229.00	No
2.18	Additional Concentration Grant	With additional Concentration grant, provide the sites over 55% UPP with additional support for direct services for students represented in our unduplicated count population. These funds aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to improve performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please refer to addendum A appended to this document.	\$5,134,103.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will excel in reading, writing, listening, speaking, and mathematics.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students have the necessary skills and knowledge to graduate from high school and succeed in college, career, and life. According to the California Assessment of Student Performance and Progress (CAASPP) data, this year's English Language Arts performance continues to show the challenge we are finding in our literacy performance. Overall, our district is in the Orange category on the California Accountability Dashboard, with a decline of 7.4 points, which signals that we are continuing at the low-performance level. English Learners, Foster Youth, and Homeless students are in the Red category on the California Accountability Dashboard, with declines of 13.6, 30.8, and 14.7 points, respectively. These significant decreases highlight an urgent need for personalized support and interventions to address the specific challenges these students face. Other student groups, such as Asian, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and White students, also experienced declines in their performance, although Asian students faced a notable decrease of 31.5 points. As mentioned above, when we analyzed our demographic data, we found many of our students who have been in the country for less than two years can be found in this student group. The 2023 California School Dashboard Mathematics data reveals a diverse range of outcomes across different student demographics. Several groups faced considerable challenges and there were positive developments as well. Combined performance for all students is 74.5 points below the state standard, with a small decrease of 1.7 points, falling into the 'Orange' category. English Learners, Homeless, and Foster Youth experienced declines in their scores and scored significantly below the standard, falling into the 'Red' category. On a positive note, Students with Disabilities improved by 7 points and Hispanic, Pacific Islander, and students identified as Two or More Races showed encouraging upward trends in their scores. Additionally, our Filipino student group demonstrated significant progress improving by 15.9 points and placed in the 'Blue' category. Meanwhile, our Asian and White student group, despite generally scoring better than many other groups, saw slight reductions in their mathematics performance. Educational partner feedback revealed the need to address district wide literacy concerns with an emphasis on student mastery of foundational reading skills. With a greater focus on priority standards, tracking of student mastery in learning progressions, and adaptive reading opportunities CVUSD students will improve academic outcomes in ELA and math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials)	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.			Maintain Baseline: Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	
3.3	Local Indicators: Implementation of State Academic Standards (Priority 2)	Baseline information will be collected through an annual Professional Learning Survey during the 24/25 school year. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.64 Implementation of Academic Standards in English Language			Maintain at or above a 4.0 and or increase by 0.2. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.84 Implementation of Academic Standards in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Development (ELD) Mean Score: 3.24			English Language Development (ELD) Mean Score: 3.42	
		Implementation of Academic Standards in Mathematics Mean Score: 3.94			Implementation of Academic Standards in Mathematics Mean Score: 4.14	
		Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.01			Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21	
		Implementation of Academic Standards in History/Social Science Mean Score: 2.92			Implementation of Academic Standards in History/Social Science Mean Score: 3.12	
		Implementation of Academic Standards in Career Technical Education Mean Score: 3.41			Implementation of Academic Standards in Career Technical Education Mean Score: 3.61	
		Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.58			Implementation of Academic Standards in Health Education	
		Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.31				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.19</p> <p>Implementation of Academic Standards in World Language Mean Score: 2.07</p>			<p>Content Standards Mean Score: 2.78</p> <p>Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.51</p> <p>Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.39</p> <p>Implementation of Academic Standards in World Language Mean Score: 2.27</p>	
3.4	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)	<p>100% of students receiving ELD instruction.</p> <p>100% of students being enrolled in core classes.</p> <p>100% of EL students being enrolled in core classes, guaranteeing access to all CCSS.</p> <p>100% of unduplicated students and student</p>			<p>We will continue to maintain our baseline of 100% of students receiving ELD instruction.</p> <p>We will continue to maintain our baseline of 100% of students being enrolled in core classes.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with exceptional needs being enrolled in a broad course of study.			<p>We will continue our baseline of 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS.</p> <p>We will continue to maintain our baseline of 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.</p>	
3.5	California Accountability Dashboard: CAASPP Assessments (ELA)	<p>2023 California Dashboard:</p> <p>All Students (Orange): 46.4 points below standard Performance Level Low Declined 7.4 points</p> <p>Red: English Learners: 84.4 points below standard Declined 13.6 points</p> <p>Homeless:</p>			<p>2026 California Dashboard: Increase performance by 9 points from 2023 baseline.</p> <p>All Students (Yellow): 37.4 points below standard</p> <p>English Learners: 75.4 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>113.2 points below standard Declined 14.7 points</p> <p>Foster Youth: 98.8 points below standard Declined 30.8 points</p> <p>Orange: African American: 68.1 points below standard Declined 5.8 points</p> <p>Asian: 58.8 points below standard Declined 31.5 points</p> <p>Hispanic: 59.1 points below standard Declined 3 points</p> <p>Pacific Islander: 40.2 points below standard Declined 10.6 points</p> <p>Socioeconomically Disadvantaged: 63.5 points below standard Declined 6 points</p>			<p>Homeless: 104.2 points below standard</p> <p>Foster Youth: 89.8 points below standard</p> <p>African American: 59.1 points below standard</p> <p>Asian: 49.8 points below standard</p> <p>Hispanic: 50.1 points below standard</p> <p>Pacific Islander: 31.2 points below standard</p> <p>Socioeconomically Disadvantaged: 54.5 points below standard</p> <p>Students with Disabilities: 104.7 points below standard</p> <p>White: 26.2 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 113.7 points below standard Increased 3.4 points</p> <p>White: 35.2 points below standard Declined 9.7 points</p> <p>Yellow: Two or More Races: 25 points below standard Increased 4.1 points</p> <p>Blue: Filipino: 39.6 points above standard Increased 25.6 points</p>			<p>Two or More Races: 16 points below standard</p> <p>Filipino: 30.6 points above standard</p>	
3.6	CAASPP Achievement Levels (ELA)	<p>22-23 CAASPP ELA Achievement Levels:</p> <p>46.6% of all students met or exceeded standard.</p> <p>15.75% of all Students with Disabilities met or exceeded standard</p> <p>10.87% of all English Language Learners met or exceeded standard</p>			<p>25-26 CAASPP ELA Achievement Levels: Increase 6% across all student groups.</p> <p>52.6% of all students met or exceeded standard.</p> <p>21.75% of all Students with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>35.27% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>25.80% of all students who are Homeless met or exceeded standard</p> <p>19.43% of Foster Youth met or exceeded standard</p> <p>33.85% of all students who are American Indian met or exceeded standard</p> <p>74.70% of all students who are Asian met or exceeded standard</p> <p>29.85% of all students who are African American met or exceeded standard</p> <p>70.05% of all students who are Filipino met or exceeded standard</p> <p>36.08% of all students who are Hispanic met or exceeded standard</p>			<p>Disabilities met or exceeded standard</p> <p>16.87% of all English Language Learners met or exceeded standard</p> <p>41.27% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>31.80% of all students who are Homeless met or exceeded standard</p> <p>25.43% of Foster Youth met or exceeded standard</p> <p>39.85% of all students who are American Indian met or exceeded standard</p> <p>80.70% of all students who are Asian met or exceeded standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>38.52% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard</p> <p>58.82% of all students who are Two or More Races met or exceeded standard</p> <p>60.72% of all students who are White met or exceeded standard</p>			<p>35.85% of all students who are African American met or exceeded standard</p> <p>76.05% of all students who are Filipino met or exceeded standard</p> <p>42.08% of all students who are Hispanic met or exceeded standard</p> <p>44.52% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard</p> <p>64.82% of all students who are Two or More Races met or exceeded standard</p> <p>66.72% of all students who are White met or exceeded standard</p>	
3.7	iReady Diagnostic Results (ELA)	Based on Diagnostic #2 Data given in February 2024, 35% of students			Increase Tier 1 by 6% across all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 31% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 38%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 12% Tier 2 (one grade level below): 27% Tier 3 (two of more grade levels below): 61%</p> <p>English Learners: Tier 1 (on or above grade level): 10% Tier 2 (one grade level below): 29% Tier 3 (two of more grade levels below): 61%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 24%</p>			<p>Based on Diagnostic #2 Data given in February 2027, 41% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 37%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 18%</p> <p>English Learners: Tier 1 (on or above grade level): 16%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 30%</p> <p>African American: Tier 1 (on or above grade level): 32%</p> <p>American Indian: Tier 1 (on or above grade level): 43%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 2 (one grade level below): 32%</p> <p>Tier 3 (two of more grade levels below): 44%</p> <p>African American: Tier 1 (on or above grade level): 26%</p> <p>Tier 2 (one grade level below): 33%</p> <p>Tier 3 (two of more grade levels below): 41%</p> <p>American Indian: Tier 1 (on or above grade level): 37%</p> <p>Tier 2 (one grade level below): 30%</p> <p>Tier 3 (two of more grade levels below): 3%</p> <p>Asian: Tier 1 (on or above grade level): 24%</p> <p>Tier 2 (one grade level below): 30%</p> <p>Tier 3 (two of more grade levels below): 45%</p> <p>White: Tier 1 (on or above grade level): 35%</p> <p>Tier 2 (one grade level below): 30%</p>			<p>Asian: Tier 1 (on or above grade level): 30%</p> <p>White: Tier 1 (on or above grade level): 41%</p> <p>Hispanic: Tier 1 (on or above grade level): 33%</p> <p>Foster Youth: Tier 1 (on or above grade level): 44%</p> <p>Homeless: Tier 1 (on or above grade level): 22%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 3 (two of more grade levels below): 35%</p> <p>Hispanic: Tier 1 (on or above grade level): 27% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 40%</p> <p>Foster Youth: Tier 1 (on or above grade level): 28% Tier 2 (one grade level below): 28% Tier 3 (two of more grade levels below): 38%</p> <p>Homeless: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 41%</p>				
3.8	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 60% of all students were "on track" to make "one year's growth.			By 26-27, there will be a 6% increase in the percent of all students "on track" to make "one	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>56% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>61% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>67% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>68% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of White students are expected to reach</p>			<p>year's growth" in reading.</p> <p>66% of all students will be "on track" to make "one year's growth.</p> <p>62% of all students with disabilities will be "on track" to make "one year's growth.</p> <p>67% of English learners will be on track to make "one year's growth" by diagnostic #3.</p> <p>64% of Socioeconomically Disadvantaged students will be on track to make "one year's growth" by diagnostic #3.</p> <p>64% of African American students will be on track to make "one year's growth" by diagnostic #3.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>"one year's growth" by diagnostic #3.</p> <p>58% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>69% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>			<p>73% of American Indian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>74% of Asian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>66% of White students will be on track to make "one year's growth" by diagnostic #3.</p> <p>64% of Hispanic students will be on track to make "one year's growth" by diagnostic #3.</p> <p>75% of Foster students will be on track to make "one year's growth" by diagnostic #3.</p> <p>61% of Homeless students will be on track to make "one year's growth" by diagnostic #3.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	California Accountability Dashboard: CAASPP Assessments (Math)	<p>Based on the 2023 Dashboard:</p> <p>All Students (Orange) 74.5 points below standard Maintained -1.7 points</p> <p>Red: African American: 105 points below standard Maintained 2.7 points</p> <p>English Learners: 110 points below standard Declined 8 points</p> <p>Homeless: 144.2 points below standard Declined 23.9 points</p> <p>Foster Youth: 127.9 points below standard Declined 37 points</p> <p>Orange: Asian: 68.8 points below standard Declined 20 points</p> <p>Socioeconomically Disadvantaged:</p>			<p>Based on the 2026 Dashboard: Increase performance by 9 points from 2023 baseline.</p> <p>All Students (Yellow) 65.5 points below standard</p> <p>African American: 96 points below standard</p> <p>English Learners: 101 points below standard</p> <p>Homeless: 135.2 points below standard</p> <p>Foster Youth: 118.9 points below standard</p> <p>Asian: 59.8 points below standard</p> <p>Socioeconomically Disadvantaged: 81 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>90 points below standard Declined .3 point</p> <p>Students with Disabilities: 138.8 points below standard Increased 7 points</p> <p>White: 60.3 points below standard Declined 5.8 points</p> <p>Yellow: Hispanic: 91.9 points below standard Increased 3.1 points</p> <p>Two or More Races: 56.5 points below standard Increased 19.5 points</p> <p>Pacific Islander: 67 points below standard Increased 8.5 points</p> <p>Blue: Filipino: 20.8 points below standard Increased 15.9 points</p>			<p>Students with Disabilities: 129.8 points below standard</p> <p>White: 51.3 points below standard</p> <p>Hispanic: 82.9 points below standard</p> <p>Two or More Races: 47.5 points below standard</p> <p>Pacific Islander: 58 points below standard</p> <p>Filipino: 11.8 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	CAASPP Performance Levels (Math)	<p>22-23 CAASPP Math Achievement Levels:</p> <p>48.54% of all students met or exceeded standard.</p> <p>12.26% of all Students with Disabilities met or exceeded standard</p> <p>9.93% of all English Language Learners met or exceeded standard</p> <p>22.91% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>16.15% of all students who are Homeless met or exceeded standard</p> <p>10.47% of Foster Youth met or exceeded standard</p> <p>21.95% of all students who are American Indian met or exceeded standard</p> <p>69.93% of all students who are Asian met or exceeded standard</p>			<p>25-26 CAASPP Math Achievement Levels will increase 6% for all students :</p> <p>54.54% of all students met or exceeded standard.</p> <p>18.26% of all Students with Disabilities met or exceeded standard</p> <p>15.93% of all English Language Learners met or exceeded standard</p> <p>28.91% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>22.15% of all students who are Homeless met or exceeded standard</p> <p>16.47% of Foster Youth met or exceeded standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>16.89% of all students who are African American met or exceeded standard</p> <p>56.08% of all students who are Filipino met or exceeded standard</p> <p>22.69% of all students who are Hispanic met or exceeded standard</p> <p>25.54% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard</p> <p>48.54% of all students who are Two or More Races met or exceeded standard</p> <p>49.02% of all students who are White met or exceeded standard</p>			<p>27.95% of all students who are American Indian met or exceeded standard</p> <p>75.93% of all students who are Asian met or exceeded standard</p> <p>22.89% of all students who are African American met or exceeded standard</p> <p>62.08% of all students who are Filipino met or exceeded standard</p> <p>28.69% of all students who are Hispanic met or exceeded standard</p> <p>31.54% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard</p> <p>55.54% of all students who are</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Two or More Races met or exceeded standard 55.02% of all students who are White met or exceeded standard	
3.11	iReady Diagnostic Results (Math)	<p>Based on Diagnostic #2 Data given in February 2024, 26% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 36%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 53%</p> <p>English Learners:</p>			<p>Increase Tier 1 by 6% across all student groups.</p> <p>Based on Diagnostic #2 Data given in February 2027, 32% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 28%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 14%</p> <p>English Learners: Tier 1 (on or above grade level): 12%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 1 (on or above grade level): 6%</p> <p>Tier 2 (one grade level below): 38%</p> <p>Tier 3 (two of more grade levels below): 57%</p> <p>Socioeconomically Disadvantaged:</p> <p>Tier 1 (on or above grade level): 15%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 43%</p> <p>African American:</p> <p>Tier 1 (on or above grade level): 14%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 45%</p> <p>American Indian:</p> <p>Tier 1 (on or above grade level): 24%</p> <p>Tier 2 (one grade level below): 45%</p> <p>Tier 3 (two of more grade levels below): 31%</p> <p>Asian:</p>			<p>Socioeconomically Disadvantaged:</p> <p>Tier 1 (on or above grade level): 21%</p> <p>African American:</p> <p>Tier 1 (on or above grade level): 20%</p> <p>American Indian:</p> <p>Tier 1 (on or above grade level): 30%</p> <p>Asian:</p> <p>Tier 1 (on or above grade level): 22%</p> <p>White:</p> <p>Tier 1 (on or above grade level): 32%</p> <p>Hispanic:</p> <p>Tier 1 (on or above grade level): 23%</p> <p>Foster Youth:</p> <p>Tier 1 (on or above grade level): 23%</p> <p>Homeless:</p> <p>Tier 1 (on or above grade level): 16%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 1 (on or above grade level): 16%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 42%</p> <p>White:</p> <p>Tier 1 (on or above grade level): 26%</p> <p>Tier 2 (one grade level below): 42%</p> <p>Tier 3 (two of more grade levels below): 32%</p> <p>Hispanic:</p> <p>Tier 1 (on or above grade level): 17%</p> <p>Tier 2 (one grade level below): 43%</p> <p>Tier 3 (two of more grade levels below): 40%</p> <p>Foster Youth:</p> <p>Tier 1 (on or above grade level): 17%</p> <p>Tier 2 (one grade level below): 32%</p> <p>Tier 3 (two of more grade levels below): 43%</p> <p>Homeless:</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 1 (on or above grade level): 10%</p> <p>Tier 2 (one grade level below): 39%</p> <p>Tier 3 (two of more grade levels below): 48%</p>				
3.12	iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	<p>As of Diagnostic 2 (Feb 2024),</p> <p>58% of all students were "on track" to make "one year's growth."</p> <p>55% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>54% of African American students are expected to reach "one</p>			<p>By 26-27, there will be a 6% increase in the percent of all students "on track" to make "one year's growth" in math</p> <p>64% of all students will be "on track" to make "one year's growth."</p> <p>61% of all students with disabilities will be "on track" to make "one year's growth."</p> <p>65% of English learners will be on track to make "one year's growth" by diagnostic #3.</p> <p>63% of Socioeconomically Disadvantaged students will be on</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>year's growth" by diagnostic #3.</p> <p>62% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>62% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>59% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>70% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>59% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>			<p>track to make "one year's growth" by diagnostic #3.</p> <p>60% of African American students will be on track to make "one year's growth" by diagnostic #3.</p> <p>68% of American Indian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>68% of Asian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>65% of White students will be on track to make "one year's growth" by diagnostic #3.</p> <p>61% of Hispanic students will be on track to make "one year's growth" by diagnostic #3.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>76% of Foster students will be on track to make "one year's growth" by diagnostic #3.</p> <p>65% of Homeless students will be on track to make "one year's growth" by diagnostic #3.</p>	
3.13	California Accountability Dashboard: English Learner Progress Indicator	Based on the 2023 California Dashboard, 48.8% of English Learners progressed as least one ELPI Level. It declined 4.3% from the previous year. 1.6% of English Learners maintained an ELPI level of 4 and 47.5% of students increased in performance.			<p>Based on the 2026 California Dashboard,</p> <p>54.8% of English Learners progressed as least one ELPI Level.</p> <p>53.5% of students increased in performance.</p>	
3.14	DataQuest: English Learner Data (# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Learners that are LTELs	<p>Based on 2022/2023 Data Quest, there were 6,014 English Learners in Cajon Valley, making up 34.3% of the student population.</p> <p>8.5% of the EL population were LTEL. This is a decrease of</p>			<p>Decrease LTEL percent by 2%.</p> <p>6.5% or lower of our EL population will fall into the LTEL group.</p> <p>Increase % Reclassified Fluent English Proficient</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>0.2% from the previous year.</p> <p>21.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).</p>			<p>(RFEP) within the Ever-ELs population by 6%. 27.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).</p>	
3.15	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (Priority 2)	<p>100% of EL students receive ELD instruction</p> <p>100% students are enrolled in core classes.</p> <p>100% of EL students are enrolled in core classes guaranteeing access to all CCSS.</p> <p>100% receive the required minutes for Physical Education</p> <p>100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.</p>			<p>Maintain Baseline:</p> <p>100% of EL students receive ELD instruction</p> <p>100% students are enrolled in core classes.</p> <p>100% of EL students are enrolled in core classes guaranteeing access to all CCSS.</p> <p>100% receive the required minutes for Physical Education</p> <p>100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Student Chromebook Distribution	100% of K-8 students receive a Chromebook to use at school and at home.			Maintain Baseline: 100% of K-8 students receive a Chromebook to use at school and at home.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Curriculum	We are identifying personalized student resources to supplement the core curriculum, including diagnostics in English Language Arts (ELA) and mathematics. Additional learning resources, along with district-wide literacy coordination and coaching, to bridge achievement gaps for English Learners (EL), including Long Term English Learners, low-income	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students, foster youth, and students experiencing homelessness. These resources are primarily focused on boosting academic access for unduplicated count students. Additionally, we will incorporate handwriting supplemental programs for transitional kindergarten through kindergarten, and provide cursive writing support for upper grade levels.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>		
3.2	Literacy Program	<p>The literacy program plan includes a Coordinator II, substitute teachers, program specialists, instructional resources, and coaches. It provides professional learning related to the science of reading and supports sites in selecting evidence-based literacy strategies tailored to their unique needs. Based on our dashboard needs, this action will support increasing English language arts performance district-wide as well as for our sites with red indicators. For additional information on low performance at the student group and school levels for English language arts, please see addendum A at the end of this document. While these literacy supports may be accessed by any student, they are primarily directed towards students represented in our unduplicated count.</p>	\$2,675,000.00	Yes
3.3	Library software & SDCOE Librarian oversight	<p>Library Media Technicians will utilize online software to manage the checkout and tracking of reading and other instructional materials for student use. These services are specifically designed to support students within our unduplicated population. Based on our dashboard needs, this action will support increasing English language arts performance district-</p>	\$25,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>wide, particularly at our sites with red indicators. For additional information on low performance at the student group and school levels for English language arts, please see addendum A at the end of this document. While this software is accessible to all students, it is primarily directed towards students represented in our unduplicated count.</p>		
3.4	Early Learning Assessment	<p>Certified primary teachers will administer foundational reading assessments and instructional resources for Grades TK-2, which are aligned with the Common Core State Standards (CCSS). These resources are specifically designed to enhance reading readiness among low-income students and English Learners in the primary grades.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p>	\$80,295.00	Yes
3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	<p>Feedback from certificated, administrative, and classified staff during their advisory meetings highlighted the need for additional classroom supplies. Supplemental classroom instructional supplies are crucial for supporting the education of students in the unduplicated count. By providing extra resources, such as additional manipulatives and materials for hands-on activities, we ensure that these students have the same educational opportunities as their peers. These services are primarily aimed at assisting students within our unduplicated population.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For</p>	\$273,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.		
3.6	Provide Learning Management System to support development eKadence and Seesaw	Diagnostic data has revealed that our duplicated students are advancing less effectively towards proficiency in standards compared to their peers. This data enables us to pinpoint individual student needs, facilitating the creation of personalized learning pathways. Utilizing a learning management system enhances our ability to tailor instruction to each student's current skills, while also capturing their strengths, interests, and progress in skills prioritized by the community. Certificated staff will develop individual learning plans using a technology platform that allows for the customization and clear communication of objectives, timelines, progress tracking, and digital tools to foster academic growth, primarily for students included in the unduplicated count. To meet diverse age and developmental needs, we will implement two distinct platforms, one for students in transitional kindergarten through third grade, and another for grades four through eight.	\$175,000.00	Yes
3.7	Site One Time Literacy Funds	Each school site received an allocation of \$53.00 per student to improve student literacy through detailed, data-informed planning. Working alongside their Literacy Leadership teams, each site developed literacy plans that concentrate on leveraging current strengths and addressing areas of improvement as identified by data. These plans are centered on a unique site "literacy change idea", which includes strategies for evaluation and continuous monitoring to confirm their impact. These plans provide the foundation for growing literacy capacity at each site over the upcoming years, promoting a long-term and sustainable approach to improving literacy. Due to the detail and length of planning times, any unused funds from the 2023-2024 fiscal year may be used by the respective site for the following year, to ensure all funds are fully utilized to meet site literacy goals. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		group and at the school level for English language arts, please see addendum A at the end of this document.		
3.8	Site Supplemental Concentration Funding	<p>Analysis of iReady diagnostic scores from the 2023-2024 school year showed that a substantial number of students in our unduplicated count were categorized into tier 3 in both ELA and Math, failing to meet expected yearly growth. In response, funding will be provided for site actions intended to support college and career readiness for English Learners, including Long Term English Learners, low-income students, foster youth, and students experiencing homelessness will be implemented. Funding allocations at each site, which align with central Goals 1-4, will be internally monitored to ensure that spending is both appropriate and effective.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>	\$2,583,922.00	Yes
3.9	Class Size Reduction	Our diagnostic data for ELA and Math indicates that the gap to achieving proficiency grows as students progress through grade levels. This gap is especially large among our unduplicated students. To address this, we will increase middle school certificated staffing to reduce class sizes, allowing for more personalized attention and teacher interaction to help close the achievement gap for English Learners and low-income students. Smaller class sizes allow teachers to use a variety of instructional strategies and develop stronger relationships with students in both content areas and	\$10,683,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>advisory classes, as fewer students in a classroom lead to fewer distractions. Additionally, more Special Day Class teachers will be hired to increase support and improve academic outcomes for our unduplicated students who require extra instructional assistance. This initiative is aimed at students who may benefit significantly from extra support. In the early grades, our analysis shows that the proportion of students in tier 3 remains consistent past 3rd grade, highlighting the importance of early intervention and foundational reading. Particularly among our unduplicated students in grades TK-3, a significant percentage fall within tier 3. To address this, we will provide extra certificated staff in TK-3 to improve support and enhance academic results for EL and low-income students. This strategic improvement is designed to address critical needs at an early educational stage, setting the foundation for future academic success.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>		
3.10	Psychologists	Districtwide psychologists, including bilingual ones, will assess students' academic performance, mental health, and behavior. The insights gained from this data will guide teachers, parents, and peers in enhancing academic outcomes for English Language Learners.	\$1,300,000.00	Yes
3.11	EL Program Support	Specialists will provide additional instructional and administrative support for English Learner, BTAP, and Dual Language programs, focusing on English language development and curriculum, specifically through GLAD (Guided Language Acquisition Design) training. Professional learning will center on guided language acquisition strategies. This professional	\$383,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>learning also supports integrated English Language Development, which is an area of need to best support our Long Term English Learners. Additionally, funds will be made available to support specific EL needs related to classroom resources.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and school level for English language arts, please see addendum A at the end of this document.</p>		
3.12	Technology Support Team	<p>The Technology Support Team at Cajon Valley is designed to ensure equitable access to learning opportunities, particularly for students in the unduplicated count. This team includes six full-time Computer Support Technicians who support our 1:1 device initiative, ensuring every TK-8 student has a personal device. The Chief Technology Officer and Director of Information Technology manage the district's technology infrastructure, focusing on eliminating access barriers to instructional materials by maintaining device functionality. Computer Service Technicians handle ongoing device repairs and updates, ensuring consistent access for students throughout the school year. The Director of Information Systems leverages technology and data to enhance educational outcomes, facilitating the use of software systems that support data-driven decision-making. Additionally, a Software/Database Specialist offers a range of services including Help Desk, On-site Support, Network Services, and Software Training, specifically tailored for the needs of our unduplicated population. These coordinated technology services ensure that students from low-income, English Learner, foster youth, and homeless backgrounds receive the necessary support to succeed academically. This infrastructure not only supports individual learning but also equips teachers with the tools to address the specific challenges faced by these students.</p>	\$1,487,526.00	Yes
3.13	Technology Replacement	<p>As a 1:1 district, it is crucial that students, specifically those represented in our unduplicated count, have access to devices in order to have equitable access to learning opportunities. 100% of TK-8 students have access to a</p>	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		device. In order to ensure our unduplicated students do not have any barriers of access to instructional materials, The Chief Technology Officer will provide funding for the cyclical replacement of classroom technology to support students in achieving academic goals. The replacement plan Includes the replacement of computers, laptops, and printers.		
3.14	Data and Growth	According to our California Accountability Dashboard, Cajon Valley is facing challenges with numerous indicators and student groups classified in the "red" and "orange" categories. This has highlighted the necessity for deliberate data collection, analysis, and program evaluation using disaggregated data. Our Coordinator II- Data and Assessment team will establish a districtwide system that allows site staff and administrators to access and review disaggregated student data, assessments, and feedback from educational partners. This system will aid in making informed instructional decisions and improving student academic performance. This access to data and reports are specifically designed to assist students in the unduplicated count by implementing targeted improvement planning cycles involving both site and district administrators and staff.	\$315,000.00	Yes
3.15	Instruction and tutoring outside the school day and calendar. (ELO)	Certificated and classified staff will provide engaging summer learning and enrichment to positively impact both academic and social-emotional student development and growth. Afterschool tutoring will also be provided by certificated and classified staff for students represented in the unduplicated count during the 2023/2024 school year.	\$14,681,649.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students with disabilities will demonstrate expected yearly growth in literacy skills.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Local Educational Agencies (LEAs) are required to include a goal to address consistently low-performing student groups. As noted in our reflections section, there is an identified need among our students with disabilities. Key areas of need for this specific student population include suspension rates, absenteeism, and academic performance. Goal 4 Actions have been developed to address these needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard: ELA - SWD	Based on the 2023 California Dashboard, students with disabilities are in the orange category in the ELA academic indicator: 113.7 points below standard 3.4 point increase			Based on the 2026 California Dashboard, students with disabilities are will increase at least 10 points in the ELA academic indicator.	
4.2	CAASPP - ELA - SWD	According to 2023 CAASPP, 15.75% of students with disabilities met or exceeded standard in ELA.			Based on 2026 CAASPP, 20.75% of students with disabilities will meet or exceed standard in ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	ELPAC - Dually Identified	According to 2023 ELPAC scores, 6.96% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.			Based on 2026 ELPAC, 10% of students who are dually identified (English Learner and Student with Disability) will be a level 4 on ELPAC or Level 3 on Alternate ELPAC.	
4.4	iReady - ELA - SWD Diagnostic #2 (On Track Typical Growth)	Based on the iReady reading diagnostic given in February 2024, 56% of students with disabilities are on track to typical growth for the 23/24 school year.			Based on the iReady reading diagnostic given in February 2027, 62% of students with disabilities will be on track to typical growth for the 23/24 school year.	
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 48% of students with disabilities met typical growth for the 22/23 school year.			Based on the iReady reading diagnostic given June 2026, 54% of students with disabilities will meet typical growth for the 25/26 school year.	
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	Based on the iReady reading diagnostic given in February 2024: 13% of students with disabilities are Tier 1 (at or above grade level)			Based on the iReady reading diagnostic given in February 2027: 18% of students with disabilities will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27% of students with disabilities are Tier 2 (one grade level below) 61% of students with disabilities are Tier 3 (2 or more grade levels below)			be at Tier 1 (at or above grade level)	
4.7	Professional Learning Impact Survey % of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	This is a new metric, and will be implemented in the 24-25 school year.			50% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	
4.8	IEP Implementation (% of students receiving 90% of more of their services)	91.45% of students received 90% of more of their services delivered.			95% of students received 90% of more of their services delivered.	
4.10	Staff Professional Learning Completion	% of Ed Specialists have received at least one training in structure literacy intervention.			41.25% of Ed Specialists have received at least one training in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					structure literacy intervention.	
4.11	Parent Involvement Field on IEPs (% of IEPs with Parent Involvement Field Complete as Yes)	97.3% of IEPs have the parent involvement field completed as yes.			99% of IEPs have the parent involvement field completed as yes.	
4.12	Site Progress Report Plans	This is a new metric, and will be implemented in the 24-25 school year.			100% of schools will have a site specific progress report communication plan.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Understanding student literacy skills	<p>Understanding student literacy skills. - Staff serving students with disabilities will report improved confidence or maintain high confidence in supporting student literacy needs.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p>	\$0.00	No
4.2	Aligned Goals	<p>IEP Goals will be written based on student needs identified through assessment data and based on evidence based learning progression/Science of Reading.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p>	\$0.00	No
4.3	Site Service Structures	<p>School sites will provide flexible structures for intervention services and alignment that prioritizes access to tier 1 instruction.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.		
4.4	Literacy Supports	Staff that services students with disabilities will have access to specialized literacy materials and technology to support students with disabilities. Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.	\$0.00	No
4.5	Family Engagement	School sites will enhance student family and community involvement to understand and support student progress in literacy. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Both Empower and CVUSD Home School will utilize Equity Multiplier funding to enhance literacy through personalized learning plans. This approach will include providing additional instructional supports, professional learning, and investing in literacy resources to ensure that all students have access to the necessary tools for academic success.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Cajon Valley Home School and Empower are eligible for the Equity Multiplier and its associated funding. The Local Control Funding Formula Equity Multiplier grants additional funding to districts with school sites that had prior-year non-stability rates over 25% and socioeconomically disadvantaged pupil rates above 70%. This funding must be used to provide evidence-based services and support for students at these qualifying sites. Starting with the 2024-25 Local Control and Accountability Plan (LCAP), districts will document their efforts to improve outcomes for students at these locations. Both CVUSD sites will develop plans to support students in English Language Arts, mathematics, chronic absenteeism, and suspension.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 60% of all students were "on track" to make "one year's growth."			70% of all students were "on track" to make "one year's growth."	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Literacy Supports	CVUSD Home School and Empower will use their Equity Multiplier funds to provide additional staff training in literacy support as well as increasing literacy supplies for both students and teachers.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$48,542,420	\$5,583,139

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.157%	0.000%	\$0.00	31.157%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: TEDx</p> <p>Need: Based on the results from our 2023-2024 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students.</p> <p>Scope:</p>	Based on the results from our 2023-2024 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students. This is especially evident in our English Learner population, including students who are Long Term English Learners. To address this, certificated leads specializing in Presentation Literacy will offer programs designed to help students articulate their ideas clearly, concisely, and confidently. This initiative is intended to enhance communication skills, which are essential	Priority 6 Survey, Presentation of Knowledge and Ideas K-5 Effort Score, ELPAC Listening and Speaking

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	LEA-wide	for nurturing better social relationships, enhancing academic performance, and preparing students for professional environments. As part of this effort, we will increase the frequency of feedback that specifically target listening and speaking skills, providing students with regular feedback to help them recognize their strengths and pinpoint areas for improvement. This targeted action is primarily aimed at supporting unduplicated students and is expected to significantly enhance or improve services for this group. Given that 76% of our student enrollment qualifies as unduplicated pupils, our district has prioritized a districtwide approach in offering speaking and listening experiences to ensure equitable resource allocation and to support these specific students.	
1.2	<p>Action: Recreational Equipment Replacement</p> <p>Need: Staff feedback regarding equipment use and need for replacement</p> <p>Scope: LEA-wide</p>	This funding will enable sites to sustain and enhance outdoor activities for students on campus. By providing the necessary resources for students represented in our unduplicated population, we can ensure that our outdoor programs remain engaging and educational. The high percentage of unduplicated pupils, at 76%, necessitates a comprehensive, districtwide funding for equipment to address the diverse needs of our student population effectively and uniformly.	LCFF Priority Survey, Broad Course of Study
1.3	<p>Action: Career Development Experiences</p> <p>Need: Based on a high level of feedback on the need for more educational experiences outside of the classroom with an intentional focus on real world connections to classwork. Students identified in our UPP benefit from career</p>	Every student identified in our UPP will experience at least one career based field trip each year	100% students will have access to at least one enhanced career development learning experience outside their classroom.

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	<p>experiences to inspire and help them explore various professions. These experiences enable students to understand the skills needed for different jobs, make informed decisions about their future careers, and see the real-world applications of their academic work. With 76% of our students identified as unduplicated pupils, implementing districtwide career development opportunities allows us to leverage resources efficiently and provide consistent programs and services across all schools.</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: Transportation Operations Assistant</p> <p>Need: Based on a high level of feedback on the need for more educational experiences outside of the classroom with an intentional focus on real world connections to classwork. An assistant was necessary to support coordinating the increase in school site trip. Our district's UPP stands at 76%, indicating a significant portion of our students require additional coordination support to participate in these off campus opportunities.</p> <p>Scope: LEA-wide</p>	<p>The Operations Assistant will oversee the efficient and equitable processing of site requests and focus on increasing access to off-campus career-based opportunities with a focus of providing this service for students identified in our unduplicated count. They will address and resolve coordination and transportation challenges that may hinder student participation. By facilitating these opportunities, the Operations Assistant will help students build stronger connections between their current education and future careers, thereby enhancing class engagement and improving attendance.</p>	<p>100% students will have access to at least one enhanced career development learning experience outside their classroom.</p>

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<p>1.5</p>	<p>Action: Professional Development</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>Certified staff at each site will collaboratively analyze ELA and math diagnostic data to enhance personalized instruction for English Learners, including Long Term English Learners, low-income students, and foster youth. Additionally, comprehensive professional development focusing on improvement science. Professional learning opportunities days in August and January will focus on tracking growth data and intervention. In addition, Minimum Day Monday's will prioritize community skills, focus standards, literacy training, social-emotional learning, and safety protocols at both site and district levels. Recognizing that 76% of our enrollment comprises unduplicated pupils, a districtwide professional development is essential to create a cohesive strategy that addresses the educational and socio-emotional needs of these students uniformly.</p>	<p>Professional Learning Surveys. Principal Professional Learning Communities- Monday Evaluation. sites will have a systematic and continuous improvement cycle plan that leverages Mondays and other site structures to increase student growth performance. support your implementation of the district/site vision and goals. Annual Central Offerings Survey.</p>
<p>1.6</p>	<p>Action: Professional Learning Coordinator</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>A centralized professional learning coordinator will oversee the development and implementation of districtwide staff learning opportunities that align with identified student need and the CVUSD Vision.</p>	<p>Professional Learning Surveys- Central Office Offerings related to Goals 1-4.</p>
<p>1.7</p>	<p>Action: Content Area Professional Learning Cohorts</p>	<p>Certificated classroom staff will collaborate in groups to develop and provide personalized learning experiences for students in the</p>	<p>Professional Learning Surveys- Central Office</p>

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	<p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>unduplicated count based on academic data. This need has been identified through our Dashboard Data for English Language Arts (ELA) and Mathematics.</p>	<p>Offerings related to Goals 1-4.</p>
<p>2.2</p>	<p>Action: Grants and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>The Grants Engagement Supervisor will be responsible for developing, staffing, and managing programs that support family engagement, leadership development, and the forging of partnerships with local organizations. Engaging families and community members in the educational process not only boosts academic performance but also enhances safety support. These initiatives are aimed at improving both academic and social-emotional outcomes for English Learners and low-income students. Additionally, the Director of English Learner and Family and Community Engagement (FACE) will oversee the coordination of bilingual programs and the curriculum for English Learners. This includes the development, implementation, and monitoring of student growth data to boost academic achievements for language learners. The director will also seek grant funding to secure additional resources for English Learner students and their families. The significant UPP of 76% in our district requires a districtwide grants support to ensure that all schools receive resources needed to help unduplicated pupils succeed academically and socially.</p>	<p>Local Indicator: Parent and Family Engagement (Priority 3), Parent Gallup, Parent Involvement Opportunities, Parent Engagement Reflection Tool</p>

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<p>2.3</p>	<p>Action: Engagement Surveys</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>By continuing to analyze engagement among students, staff, and parents, we can strategically enhance academic involvement to improve student outcomes. Given that the districtwide average UPP is 76%, adopting a districtwide engagement plan ensures that feedback is received and strategies are implemented that benefits all UPP students districtwide, promoting increased support for achievement.</p>	<p>Gallup Survey- Parent, Student, and Staff</p>
<p>2.4</p>	<p>Action: Community Liaisons</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>Over 70 percent of our students are represented as part of our UPP Family, and Community Liaisons will enhance family and community involvement in student learning. They will provide guidance on supporting students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during and after school hours, offering access to district support and programs. With rising enrollment and a significant increase in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family welcome center available daily to assist families. With 76% of our students classified as unduplicated pupils, districtwide outreach provides a unified framework to address common challenges and enhance educational outcomes for this substantial portion of our student population.</p>	<p>Local Indicator: Parent and Family Engagement (Priority 3), Parent Gallup, Parent Involvement Opportunities, Parent Engagement Reflection Tool</p>
<p>2.5</p>	<p>Action: Recruit and maintain high quality staffing supporting students</p>	<p>We provide this service to increase student engagement, specifically for those represented in our unduplicated count, because engagement is</p>	<p>Williams Audit: Highly Qualified Teachers</p>

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	<p>Need: Personnel interviews have identified barriers in applicants applying for jobs due to the cost of prerequisite requirements such as fingerprinting and post-hiring requirements like CPR certification. Applicants are reluctant to pay out of pocket. Given that 76% of our student enrollment qualifies as unduplicated pupils, our district has prioritized the hiring of high quality staffing to ensure equitable resource allocation and to support these specific students districtwide.</p> <p>Scope: LEA-wide</p>	<p>critical for academic success and overall well-being. Removing financial barriers that deter applicants from pursuing job opportunities meets these needs by ensuring that we can hire and retain qualified staff who can directly impact student engagement. By covering costs for prerequisites such as fingerprinting and post-hiring requirements like CPR certification, we attract a larger pool of qualified candidates who might otherwise be unable to afford these expenses. This ensures that financial constraints do not limit our ability to hire talented individuals. A strong, well-supported workforce is essential for creating a positive and engaging learning environment, which is particularly beneficial for students in our unduplicated count who may need additional support and resources. Ultimately, this approach strengthens our workforce and enhances our ability to provide high-quality educational services, leading to improved student engagement and success.</p>	
2.6	<p>Action: Site Administrative Support</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension. The high percentage of unduplicated pupils, at 76%, necessitates a comprehensive, districtwide approach for site support to address the diverse needs of our student population effectively and uniformly.</p>	<p>Adding an assistant principal will enhance support and supervision for students identified within the unduplicated count by providing more targeted attention and resources. This increased administrative capacity allows for a focused effort on improving student connectedness, engagement, attendance, and academic outcomes. The need for this additional support is represented in our California Dashboard Data suspension and attendance. By adding an assistant principal, we can offer more personalized and direct oversight to our unduplicated students, addressing their specific needs more effectively. This role will enable the school to implement tailored interventions and support strategies,</p>	Suspension, Chronic Absenteeism

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	<p>Scope: LEA-wide</p>	<p>leading to better student engagement and improved attendance. Moreover, the assistant principal can help foster a more inclusive and supportive school environment, which is crucial for students who might face additional challenges. This dedicated support will ultimately contribute to higher academic achievement and overall success for our unduplicated student population.</p>	
<p>2.7</p>	<p>Action: Facilities Improvement</p> <p>Need: Meeting all requirements of the Facilities Inspection Tool (FIT) in a Williams audit is essential to ensure that school facilities are safe, clean, ensuring that students have access to an appropriate learning environment.</p> <p>Scope: LEA-wide</p>	<p>Ongoing funding will enable the maintenance and operations department to consistently address and repair physical needs at school sites. By ensuring facilities are well-maintained and secure, this initiative supports a conducive learning environment for all students, particularly those in our unduplicated population, thereby enhancing their educational performance and outcomes. With 76% of our students identified as unduplicated pupils, implementing a districtwide process for to maintain facilities allows resources to be efficiently and provide safe learning environments for all UPP students.</p>	<p>FIT - Williams Audit, Priority 6 Survey</p>
<p>2.8</p>	<p>Action: Custodial and Grounds</p> <p>Need: Based on 2022-2023 staff feedback, additional grounds and custodial services were needed at sites due to the increase in student participation in after-school programs. The frequency of cleaning needed to be increased to accommodate this higher usage.</p> <p>Scope:</p>	<p>To address the increased needs from higher student participation in after-school programs, custodial service will be increased to every other day, and we will add 2 roving day custodians and 2 roving night custodians. Grounds services will be increased by 3.8 FTE, and 2 custodial leads will be added for night-time crews. Our district's UPP stands at 76%, indicating a significant portion of our students accessing districtwide sites. The funding to maintain and clean sites districtwide provides our UPP with the appropriate environment to support learning.</p>	<p>FIT - Williams Audit, Priority 6 Survey</p>

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	LEA-wide		
2.9	<p>Action: Office Support</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated population were categorized as chronically absent.</p> <p>Scope: LEA-wide</p>	<p>Front office staff will positively support students and families with enrollment and daily attendance. Recognizing that 76% of our enrollment comprises unduplicated pupils, districtwide front office support is essential to create a cohesive strategy that addresses the attendance and needs of these students uniformly.</p>	Chronic absenteeism
2.10	<p>Action: Visitor Management System</p> <p>Need: All visitors to a campus must be screened. A visitor management system is needed to efficiently screen adults requesting to enter a school campus to ensure the safety and security of students and staff. It helps verify the identity of visitors, track who is on campus, and prevent unauthorized individuals from gaining access.</p> <p>Scope: LEA-wide</p>	<p>This proactive approach significantly increases student safety on campus. To effectively support the 76% of our student body that qualifies as unduplicated pupils, a districtwide approach to site safety and site entrance protocols are necessary to provide a positive and safe learning environment.</p>	Priority 6 Survey, Parent and Staff Safety Metrics
2.11	<p>Action: Bus Safety Systems</p> <p>Need:</p>	<p>Investing in bus technologies during school transportation enhances student safety. These systems provide real-time tracking of bus locations, ensuring that school administrators and parents are always informed, which is crucial in</p>	Priority 6 Survey, Parent and Staff Safety Metrics

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	<p>An increased number of students require transportation as part of the educational program, along with more off-campus career-related experiences.</p> <p>Scope: LEA-wide</p>	<p>emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust. Additionally, monitoring bus routes and student boarding details helps maintain accountability and ensures students board and alight at the correct stops, further safeguarding their travel to and from school. These technologies are vital investments for improving operational efficiency and student safety. A districtwide transportation plan is implemented because 76% of our students are unduplicated pupils, allowing these students to have safe transport to and from school.</p>	
<p>2.12</p>	<p>Action: District Safety and Security</p> <p>Need: Middle school suspension rates</p> <p>Scope: LEA-wide</p>	<p>The safety and security team support students represented in our UPP by preventing accidents, injuries, and violence on and near our campuses. They are prepared to quickly to emergencies, monitor the campuses, and maintain health and safety standards. These actions create a secure environment, allowing students to focus on their learning. The significant UPP of 76% in our district requires a districtwide safety and security plan to ensure that all schools receive the safety support needed to help unduplicated pupils succeed.</p>	<p>Priority 6 Survey, Parent and Staff Safety Metrics</p>
<p>2.13</p>	<p>Action: Campus Aides</p> <p>Need: Feedback from principals on need for additional support during unstructured time, specifically lower fradews with expanding TK</p> <p>Scope:</p>	<p>By actively monitoring key areas and interacting with students, they help prevent problems and ensure a safe environment. Their presence, intervention in conflicts, and familiarity with emergency procedures contribute to maintaining order. Given that the districtwide average UPP is 76%, creating ratios for campus aides ensures that sites have the appropriate resources needed to supervise students identified in our UPP population and increases conditions for safety.</p>	<p>Suspension Rates, Parent and Staff Safety Metrics</p>

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	LEA-wide		
2.14	<p>Action: Safety Equipment</p> <p>Need: Suspension rates and local safety issues</p> <p>Scope: LEA-wide</p>	<p>Safety equipment is essential to protect individuals from harm and prevent accidents. There is an ongoing need to assess, maintain, and enhance safety support systems to minimize risks and uphold safety standards. Implementing systems such as radios, cameras, and secure entry systems will increase student safety. With 76% of our students classified as unduplicated pupils, a districtwide access to safety measures provides a unified plan to address common security site challenges and promote a safe environment for this substantial portion of our student population.</p>	Priority 6 Survey, Parent and Staff Safety Metrics
2.15	<p>Action: Pool Safety- Lifeguard</p> <p>Need: Site and staff feedback indicated the need for increased safety in our water related activities and pool based programs.</p> <p>Scope: Schoolwide</p>	<p>Hiring an additional lifeguard will increase student safety in water-related programs by providing extra supervision, reducing the risk of accidents, and ensuring a quicker response to emergencies. Given that 76% of our student enrollment qualifies as unduplicated pupils and 40% of our UPP students participate in our summer programs, the district has prioritized a lifeguard to provide additional supervision at the pool located at Montgomery Middle School to ensure equitable supports for these specific students.</p>	Priority 6 Survey
2.16	<p>Action: Counseling Program</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p>	<p>The high percentage of unduplicated pupils, at 76%, requires a comprehensive, districtwide approach to counseling supports to address the diverse needs of our student population effectively and uniformly. Site and central counselors will enhance support opportunities for unduplicated students by focusing on academic achievement, career development, and social-emotional support. They will provide grade-level guidance lessons</p>	Priority 6 Survey

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	<p>Scope: LEA-wide</p>	<p>based on behavioral needs at the site and offer small group support.</p>	
<p>2.17</p>	<p>Action: Homeless/Foster Liaison Support (Title I)</p> <p>Need: Increasing number of homeless and foster youth identified annually.</p> <p>Scope:</p>	<p>This staffing will provide services and resources for students experiencing homelessness and unique barriers to academic success. By offering basic school supplies and essential services, students experiencing homelessness will have greater opportunities for academic and social-emotional growth. This support is provided districtwide to ensure that any student whose family has completed a transitional residency affidavit will have access to resources, regardless of their school site.</p>	<p>Chronic Absenteeism-Homeless/Foster</p>
<p>2.18</p>	<p>Action: Additional Concentration Grant</p> <p>Need: This funding is being provided at specific school sites with UPP counts of 55% or more to address lagging yearly growth rates among UPP students in English Language Arts (ELA) and math, while also addressing the increasing issues of chronic absenteeism and suspension rates.</p> <p>Scope: Schoolwide</p>	<p>Additional funding will be allocated to sites with a UPP exceeding 55% to enhance the outcomes of students represented within this group.</p>	<p>Site selected actions, plans, and/or staffing will be monitored to annually determine effectiveness.</p>
<p>3.1</p>	<p>Action: Supplemental Curriculum</p> <p>Need:</p>	<p>Supplemental curriculums provide the flexibility needed to deliver individualized instruction and interventions for struggling students. Those performing below expected growth may require specialized teaching strategies, additional support,</p>	<p>iReady Metrics, CAASPP Metrics</p>

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	<p>Core curriculums cannot meet the needs of all students, especially those performing below expected growth each year, because they are designed to address the general needs of the average student</p> <p>Scope: LEA-wide</p>	<p>and targeted interventions to address their unique learning gaps and challenges. With our district's UPP at 76%, a significant portion of our students benefit from these additional instructional resources.</p>	
<p>3.2</p>	<p>Action: Literacy Program</p> <p>Need: The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p>Scope: LEA-wide</p>	<p>As teachers deepen their understanding of the science of reading, they will be able to implement strategies tailored to individual student needs. This knowledge will enable them to provide targeted instruction, addressing each student's unique challenges and strengths in reading. With the districtwide average UPP at 76% and CASSPP data categorized in orange, adopting a districtwide literacy plan ensures that resources are allocated to benefit all UPP students, promoting increased support for their achievement.</p>	<p>iReady, CAASPP</p>
<p>3.3</p>	<p>Action: Library software & SDCOE Librarian oversight</p> <p>Need: Access to reading and instructional materials.</p> <p>Scope: LEA-wide</p>	<p>Library Media Technicians will offer reading materials tailored to students' literacy levels and interests. To effectively support the 76% of our student body that qualifies as unduplicated pupils, districtwide access to library and instructional materials is necessary to provide equitable access to resources and opportunities. This service helps students represented in the unduplicated count by addressing the specific literacy needs highlighted in the California Dashboard's ELA scores. By providing customized reading materials, Library Media Technicians can engage students more effectively, improving their reading skills and</p>	<p>Annual book circulation data</p>

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		fostering a love for learning. Equitable access to these resources ensures that all students, regardless of their background, have the tools they need to succeed academically. This targeted support is essential for closing the achievement gap and enhancing overall educational outcomes for our unduplicated students.	
3.4	<p>Action: Early Learning Assessment</p> <p>Need: The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p>Scope: LEA-wide</p>	A districtwide early literacy program is implemented because 76% of our students are unduplicated pupils, allowing us to focus on identifying literacy gaps and addressing them. These assessments identify students' literacy levels and needs, enabling targeted instruction that supports each student's reading development.	iReady Assessments
3.5	<p>Action: Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs</p> <p>Need: The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p>Scope: LEA-wide</p>	By providing extra resources, such as additional manipulatives and materials for hands-on activities, we aim to improve literacy rates for students in our unduplicated count, as evidenced by current ELA scores in the California Dashboard. These supports and supplies ensure that these students have the same educational opportunities as their peers, enabling more effective and engaging learning experiences. These services are primarily focused on assisting students within our unduplicated population. With a significant unduplicated pupil percentage (UPP) of 76% in our district, it is essential to allocate these classroom resources district-wide. This approach supports unduplicated pupils both academically and	iReady, CAASPP

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		socially, helping to close the achievement gap and enhance their overall educational outcomes. By addressing the specific needs of these students, we can foster a more equitable learning environment and boost literacy rates across the district.	
3.6	<p>Action: Provide Learning Management System to support development eKadence and Seesaw</p> <p>Need: The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p>Scope: LEA-wide</p>	The technology platform will enable the customization and clear communication of objectives, timelines, progress tracking, and digital tools to foster academic growth, especially for students in the unduplicated count. With the districtwide average UPP at 76%, adopting a districtwide access to a learning management system benefit all UPP students, promoting increased support for their academic achievement.	iReady, CAASPP
3.7	<p>Action: Site One Time Literacy Funds</p> <p>Need: The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p>Scope: LEA-wide</p>	Funding for these resources will enable each site to develop a "literacy change idea." These plans will serve as the foundation for enhancing literacy capacity at each site in the coming years, promoting a long-term and sustainable approach to improving literacy. With 76% of our student enrollment qualifying as unduplicated pupils, our district has prioritized a districtwide approach to literacy to ensure equitable resource allocation and support for these specific students.	iReady, CAASPP
3.8	<p>Action: Site Supplemental Concentration Funding</p>	This funding will support site actions focused on promoting college and career readiness for	iReady, CAASPP

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	<p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>English Learners, including Long Term English Learners, low-income students, foster youth, and students experiencing homelessness. Each site's funding allocations will align with central Goals 1-4. As 76% of our district is represented by UPP students, this districtwide initiative ensures that each site provides specific resources for these students.</p>	
<p>3.9</p>	<p>Action: Class Size Reduction</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>This initiative, offered district wide as our UPP count is over 75%, targets students who can benefit significantly from additional support. We will provide extra certificated staff in TK-3 to improve support and enhance academic results for English Learners and low-income students. This strategic improvement is designed to address critical needs at an early educational stage, laying the foundation for future academic success.</p>	<p>iReady, CAASPP</p>
<p>3.10</p>	<p>Action: Psychologists</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA)</p>	<p>School psychologists can significantly support students identified in the UPP by providing targeted services, conducting assessments to identify learning and behavioral needs, and developing individualized intervention plans. They can also offer guidance in addressing the academic, emotional, and social needs of UPP students, promoting their overall well-being and academic success. With our district's UPP at 76%,</p>	<p>iReady, CAASPP</p>

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	<p>and mathematics, and represented higher rates of suspension.</p> <p>Scope: LEA-wide</p>	<p>a significant portion of our students may benefit from additional academic assessment and support.</p>	
<p>3.11</p>	<p>Action: EL Program Support</p> <p>Need: EL CAASPP Data</p> <p>Scope: LEA-wide</p>	<p>Specialists will provide additional instructional and administrative support for English Learner (EL), BTAP, and Dual Language programs, focusing on English language development and curriculum through GLAD (Guided Language Acquisition Design) training. This professional learning will emphasize guided language acquisition strategies, equipping teachers with the tools needed to enhance EL instruction. This professional learning also supports integrated English Language Development, which is an area of need to best support our Long Term English Learners. Additionally, funds will be allocated to support specific EL needs related to classroom resources, ensuring that English learners receive the targeted support necessary to succeed academically. These services and supports are offered districtwide as ELs make up at least 45 percent of our UPP.</p>	<p>ELPI, EL CAASPP, EL iReady</p>
<p>3.12</p>	<p>Action: Technology Support Team</p> <p>Need: All students need access to technology, but not all UPP students can afford their own computers. The district is committed to a 1:1 student-to-device ratio and requires a centralized technology team to coordinate technology services. This ensures that</p>	<p>Coordinated technology services ensure that students from low-income backgrounds, English Learners, foster youth, and homeless students receive the essential support needed for academic success. This infrastructure not only enhances individual learning but also provides teachers with the tools to address the unique challenges these students face. These technology services and supports are offered districtwide, as our UPP</p>	<p>Student Chromebook Distribution</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students from low-income backgrounds, English Learners, foster youth, and homeless students receive the essential support needed for academic success. This infrastructure not only enhances individual learning but also provides teachers with the tools to address the unique challenges these students face.</p> <p>Scope: LEA-wide</p>	<p>represents three-quarters of our student population.</p>	
<p>3.13</p>	<p>Action: Technology Replacement</p> <p>Need: In a 1:1 school district, technology replacement funds are necessary for repairing, maintaining, and replacing district-wide technology.</p> <p>Scope: LEA-wide</p>	<p>This replacement plan includes updating computers, laptops, and printers to ensure reliable and up-to-date technology. By regularly maintaining and replacing these devices, the district guarantees that all students have equal access to the necessary resources for their education, supporting consistent and uninterrupted learning experiences. These resources are provided districtwide to meet the needs of our UPP, which comprises 76% of our student population.</p>	<p>Student Chromebook Distribution</p>
<p>3.14</p>	<p>Action: Data and Growth</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p>	<p>The data and assessment team will establish a districtwide system that enables site staff and administrators to access and review disaggregated student data and assessments. This system will support informed instructional decisions and improve student academic performance, particularly for the 76% of students represented in our unduplicated population. It is specifically designed to assist these students by facilitating targeted improvement planning cycles involving both site and district administrators and staff.</p>	<p>iReady, CAASPP</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.15	<p>Action: Instruction and tutoring outside the school day and calendar. (ELO)</p> <p>Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p>Scope:</p>	<p>These actions, being offered districtwide, address the specific needs of the 76% of students in our unduplicated population by providing continuous academic support and enrichment opportunities. This ensures they have the resources and guidance necessary for academic success. Students in this group are given priority registration to ensure they can access these supports and enrichment programs.</p>	Program Enrollment, iReady

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Translation Services</p> <p>Need: With rising districtwide enrollment, including 1,500 new students this year, and 40 percent of incoming students being English learners who speak 30 different languages, UPP</p>	<p>With rising districtwide enrollment, including 1,500 new students this year, and 40 percent of incoming students being English learners who speak 30 different languages, UPP students and families need translation services.</p>	Local Indicator: Parent and Family Engagement (Priority 3), Parent Gallup, Parent Involvement Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students and families need translation services. Scope: Limited to Unduplicated Student Group(s)		

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

NA

Additional Concentration Grant Funding

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

Schools with an unduplicated pupil percentage (UPP) exceeding 55% are eligible for additional funding to support their students. This funding can be used to hire either an extra certificated full-time equivalent (FTE) or a classified FTE, based on their specific enrollment needs and goals (1, 2, & 3). The schools that qualify for this grant add-on funding include Anza Elementary, Avocado Elementary, Blossom Valley Elementary, Cajon Valley Middle, Chase Avenue Elementary, Crest Elementary, Flying Hills School of Arts, Greenfield Middle, Hillsdale Middle, Jamacha Elementary, Johnson Elementary, Lexington Elementary, Los Coches Creek Middle, Madison Avenue Elementary, Magnolia Elementary, Meridian Elementary, Montgomery Middle, Naranca Elementary, Rancho San Diego Elementary, Rios Elementary, and W. D. Hall Elementary.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	45:1	30:1
Staff-to-student ratio of certificated staff providing direct services to students	23:1	22:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$155,800,010	\$48,542,420	31.157%	0.000%	31.157%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$48,790,500.00	\$14,681,649.00	\$0.00	\$183,229.00	\$63,655,378.00	\$50,606,742.00	\$13,048,636.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	TEDx	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$66,273.00	\$133,727.00	\$200,000.00				\$200,000.00	
1	1.2	Recreational Equipment Replacement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$156,010.00	\$156,010.00				\$156,010.00	
1	1.3	Career Development Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$324,015.00	\$324,015.00				\$324,015.00	
1	1.4	Transportation Operations Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$89,700.00	\$0.00	\$89,700.00				\$89,700.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$5,180,808.00	\$0.00	\$5,180,808.00				\$5,180,808.00	
1	1.6	Professional Learning Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$185,000.00	\$0.00	\$185,000.00				\$185,000.00	
1	1.7	Content Area Professional Learning Cohorts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$93,498.00	\$56,502.00	\$150,000.00				\$150,000.00	
2	2.1	Translation Services	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	2024-2027	\$800,000.00	\$0.00	\$800,000.00				\$800,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.2	Grants and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$265,835.00	\$0.00	\$265,835.00				\$265,835.00	
2	2.3	Engagement Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$50,066.00	\$50,066.00				\$50,066.00	
2	2.4	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$649,298.00	\$0.00	\$649,298.00				\$649,298.00	
2	2.5	Recruit and maintain high quality staffing supporting students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$115,000.00	\$115,000.00				\$115,000.00	
2	2.6	Site Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,634,315.00	\$0.00	\$1,634,315.00				\$1,634,315.00	
2	2.7	Facilities Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$3,000,000.00	\$3,000,000.00				\$3,000,000.00	
2	2.8	Custodial and Grounds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,176,986.00	\$0.00	\$2,176,986.00				\$2,176,986.00	
2	2.9	Office Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$736,984.00	\$37,016.00	\$774,000.00				\$774,000.00	
2	2.10	Visitor Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$17,500.00	\$17,500.00				\$17,500.00	
2	2.11	Bus Safety Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$40,374.00	\$40,374.00				\$40,374.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	District Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,111,400.00	\$0.00	\$1,111,400.00				\$1,111,400.00	
2	2.13	Campus Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,000,000.00	\$0.00	\$1,000,000.00				\$1,000,000.00	
2	2.14	Safety Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
2	2.15	Pool Safety- Lifeguard	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Montgomery Middle School	2024-2027	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	
2	2.16	Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$3,793,210.00	\$0.00	\$3,793,210.00				\$3,793,210.00	
2	2.17	Homeless/Foster Liaison Support (Title I)	Homeless, Foster	No			All Schools	2024-2027	\$161,229.00	\$22,000.00				\$183,229.00	\$183,229.00	
2	2.18	Additional Concentration Grant	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Schools over 55% UPP	2024-2027	\$5,134,103.00	\$0.00	\$5,134,103.00				\$5,134,103.00	
3	3.1	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$1,000,000.00	\$1,000,000.00				\$1,000,000.00	
3	3.2	Literacy Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,272,600.00	\$402,400.00	\$2,675,000.00				\$2,675,000.00	
3	3.3	Library software & SDCOE Librarian oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$25,870.00	\$25,870.00				\$25,870.00	
3	3.4	Early Learning Assessment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$0.00	\$80,295.00	\$80,295.00				\$80,295.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	TK-2									
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$273,071.00	\$273,071.00				\$273,071.00	
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
3	3.7	Site One Time Literacy Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
3	3.8	Site Supplemental Concentration Funding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$2,583,922.00	\$2,583,922.00				\$2,583,922.00	
3	3.9	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$10,683,696.00	\$0.00	\$10,683,696.00				\$10,683,696.00	
3	3.10	Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,300,000.00	\$0.00	\$1,300,000.00				\$1,300,000.00	
3	3.11	EL Program Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	\$153,500.00	\$230,000.00	\$383,500.00				\$383,500.00	
3	3.12	Technology Support Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$1,487,526.00	\$0.00	\$1,487,526.00				\$1,487,526.00	
3	3.13	Technology Replacement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
3	3.14	Data and Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$315,000.00	\$0.00	\$315,000.00				\$315,000.00	
3	3.15	Instruction and tutoring outside the school day and calendar. (ELO)	All	No			All Schools	2024-2027	\$11,255,781.00	\$3,425,868.00		\$14,681,649.00			\$14,681,649.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Understanding student literacy skills	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Aligned Goals	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Site Service Structures	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Literacy Supports	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Family Engagement	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Literacy Supports					Specific Schools: CVUSD Home School and Empower	2024-2027								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$155,800,010	\$48,542,420	31.157%	0.000%	31.157%	\$48,790,500.00	0.000%	31.316 %	Total:	\$48,790,500.00
								LEA-wide Total:	\$42,796,397.00
								Limited Total:	\$800,000.00
								Schoolwide Total:	\$5,194,103.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	TEDx	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.2	Recreational Equipment Replacement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,010.00	
1	1.3	Career Development Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$324,015.00	
1	1.4	Transportation Operations Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,700.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,180,808.00	
1	1.6	Professional Learning Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Content Area Professional Learning Cohorts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.1	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$800,000.00	
2	2.2	Grants and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$265,835.00	
2	2.3	Engagement Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,066.00	
2	2.4	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$649,298.00	
2	2.5	Recruit and maintain high quality staffing supporting students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
2	2.6	Site Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,634,315.00	
2	2.7	Facilities Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
2	2.8	Custodial and Grounds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,176,986.00	
2	2.9	Office Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$774,000.00	
2	2.10	Visitor Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,500.00	
2	2.11	Bus Safety Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,374.00	
2	2.12	District Safety and Security	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,111,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.13	Campus Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
2	2.14	Safety Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.15	Pool Safety- Lifeguard	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery Middle School	\$60,000.00	
2	2.16	Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,793,210.00	
2	2.18	Additional Concentration Grant	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools over 55% UPP	\$5,134,103.00	
3	3.1	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
3	3.2	Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,675,000.00	
3	3.3	Library software & SDCOE Librarian oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,870.00	
3	3.4	Early Learning Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2	\$80,295.00	
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$273,071.00	
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
3	3.7	Site One Time Literacy Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Site Supplemental Concentration Funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,583,922.00	
3	3.9	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,683,696.00	
3	3.10	Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,300,000.00	
3	3.11	EL Program Support	Yes	LEA-wide	English Learners	All Schools	\$383,500.00	
3	3.12	Technology Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,487,526.00	
3	3.13	Technology Replacement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
3	3.14	Data and Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$45,951,185.00	\$53,943,714.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning Day	Yes	\$825,268.00	\$840,987
1	1.2	Professional Learning Day- January	Yes	\$825,268.00	\$840,987
1	1.3	Computer Science Magnet Principal	Yes	\$181,199.00	\$184,000
1	1.4	Site Visual and Performing Arts Funding	Yes	\$125,000.00	\$75,000
1	1.5	TEDx	Yes	\$200,000.00	\$200,000
1	1.6	World of Work	Yes	\$400,000.00	\$50,000
1	1.7	Site Recreational Equipment Replacement	Yes	\$150,500.00	\$252,062
1	1.8	Career Development Experiences-BizTown	Yes	\$400,000.00	\$350,000
2	2.1	Student Support Program Program Lead	Yes	\$175,950.00	\$285,000
2	2.2	Insights to Behavior Online Training	Yes	\$55,000.00	\$0
2	2.3	Additional Site Assistant Principal	Yes	\$175,950.00	\$180,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Additional Site Assistant Principal	Yes	\$181,125.00	\$193,804
2	2.5	Additional Site Assistant Principal	Yes	\$155,250.00	\$175,000
2	2.6	Office Assistant Staffing Increase	Yes	\$669,100.00	\$685,000
2	2.7	Office Assistant Staffing Increase	Yes	\$25,875.00	\$28,000
2	2.8	MS Campus Safety Assistant	Yes	\$65,205.00	\$65,205
2	2.9	Maintain Raptor- Site Safety System	Yes	\$15,400.00	\$31,800
2	2.10	Bus Zonar- Transportation Safety System	Yes	\$38,030.00	\$49,150
2	2.11	StopFinder- Transportation Family Notification System	Yes	\$1,696.00	\$2,304
2	2.12	District Security & Safety Coordinator	Yes	\$204,930.00	\$523,790
2	2.13	Improve/Maintain Facilities	Yes	\$3,100,000.00	\$3,358,000
2	2.14	Custodial Services	Yes	\$1,405,720.00	\$1,436,426
2	2.15	Grounds Services	Yes	\$350,000.00	\$350,000
2	2.16	Custodial Services	Yes	\$232,875.00	\$236,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.17	Psychologists	Yes	\$1,138,500.00	\$1,240,600
2	2.18	Counseling Services	Yes	\$2,742,750.00	\$3,368,983
2	2.19	CPR Training	Yes	\$40,000.00	\$31,500
2	2.20	Coordinator II- Professional Learning	Yes	\$172,845.00	\$183,000
2	2.21	District Translation Services	Yes	\$274,954.00	\$388,239
2	2.22	Family and Community Engagement Supervisor	Yes	\$129,375.00	\$139,000
2	2.23	District Homeless and Foster Youth Liaison	Yes	\$13,766.00	\$1,000
2	2.24	Gallup Student, Staff, and Parent Engagement Surveys	Yes	\$50,065.00	\$50,066
2	2.25	Parent Literacy & University Classes: Provide babysitting (Title I)	No	\$5,655.00	\$5,655
2	2.26	Parent Education Printing Costs (Title I)	No	\$2,550.00	\$2,550
2	2.27	Homeless Student Supports (Title I)	No	\$82,767.00	\$159,869
2	2.28	Transportation Foster Youth (Title I)	No	\$7,253.00	\$22,000
2	2.29	El Cajon Collaborative: Family connections to community resources (Title I)	No	\$100,000.00	\$65,320
2	2.30	BTSA: Beginning year teacher supports (Title II)	No	\$120,936.00	\$219,317

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.31	Added Teacher Authorizations: Preschool & SPED (Title II)	No	\$43,851.00	\$2,500
2	2.32	Family and Community Liaisons (CalNew)	Yes	\$1,376,594.00	\$100,000
2	2.33	Middle School Campus Safety Leads (Title IV)	No	\$190,155.00	\$484,137
2	2.34	Family and Community Liaisons	No	\$0.00	\$763,552
2	2.35	Additional Concentration Grant	Yes	\$4,512,339.00	\$4,867,182
2	2.36	Transportation Operations- Assistant- Off Campus Experiences	Yes	\$69,412.00	\$87,500
2	2.37	Supplemental Student Mentoring	Yes	\$75,000.00	\$72,000
2	2.38	Site Water Filling Stations	Yes	\$600,000.00	\$690,000
3	3.1	Reduce MS Class Size	Yes	\$808,586.00	\$850,000
3	3.2	Reduce SDC Class Size	Yes	\$921,150.00	\$916,242
3	3.3	Reduce SDC Class Size	Yes	\$1,329,975.00	\$1,412,328
3	3.4	Reduce TK-3 Class Size	Yes	\$7,381,326.00	\$7,521,922
3	3.5	Site Supplemental Concentration Funding	Yes	\$2,348,370.00	\$2,530,182

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Supplemental Curriculum	Yes	\$2,550,000.00	\$2,450,000
3	3.7	IT Bench Technician	Yes	\$117,990.00	\$122,500
3	3.8	EL & FACE Director	Yes	\$124,718.00	\$130,000
3	3.9	Library Software/Librarian	Yes	\$30,000.00	\$34,108
3	3.10	Computer Service Technician	Yes	\$646,358.00	\$530,000
3	3.11	Electronics Technician	Yes	\$256,680.00	\$196,500
3	3.12	Technology Replacement	Yes	\$300,000.00	\$300,000
3	3.13	Chief Technology Officer & Director of Technology.	Yes	\$647,105.00	\$650,000
3	3.14	Software/Database Specialist	Yes	\$155,250.00	\$167,000
3	3.15	Professional Learning Cohorts	Yes	\$100,000.00	\$133,452
3	3.16	Weekly Staff Collaboration Time	Yes	\$3,433,435.00	\$3,498,834
3	3.17	Primary Reading Assessment Software- ESGI	Yes	\$43,281.00	\$53,000
3	3.18	Learning Management System	No	\$130,000.00	\$130,000
3	3.19	Data and Assessment Coordinator	Yes	\$269,100.00	\$330,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.20	English Language Development Assistants (Title III)	No	\$86,308.00	\$206
3	3.21	English Language Acquisition Tutoring (Title III)	No	\$92,721.00	\$50,800
3	3.22	GLAD Training ((Title III)	No	\$91,691.00	\$273,500
3	3.23	Instruction and tutoring outside the school day and calendar. (ELO)	No	\$1,499,033.00	\$7,266,155
3	3.24	Supplemental Classroom Instructional Supplies	Yes	\$560,000.00	\$560,000
3	3.25	Literacy Improvement Plan	Yes	\$320,000.00	\$500,000
4	4.1	Professional learning: Learner Profile and student data platforms	No	\$0.00	\$0
4	4.2	Professional Learning: Students' Strengths, Interests and Values	No	\$0.00	\$0
4	4.3	Student Strengths: Team Communication	No	\$0.00	\$0
4	4.4	Student Participation In IEP Meetings	No	\$0.00	\$0
4	4.5	Student Lead Conferences	No	\$0.00	\$0
4	4.6	Student Meeting Voice	No	\$0.00	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$44,496,025	\$42,434,771.00	\$44,498,153.00	(\$2,063,382.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Day	Yes	\$825,268.00	\$840,987		
1	1.2	Professional Learning Day-January	Yes	\$825,268.00	\$840,987		
1	1.3	Computer Science Magnet Principal	Yes	\$181,199.00	\$184,000		
1	1.4	Site Visual and Performing Arts Funding	Yes	\$125,000.00	\$75,000		
1	1.5	TEDx	Yes	\$200,000.00	\$200,000		
1	1.6	World of Work	Yes	\$400,000.00	\$50,000		
1	1.7	Site Recreational Equipment Replacement	Yes	\$150,500.00	\$252,062		
1	1.8	Career Development Experiences- BizTown	Yes	\$350,000.00	\$350,000		
2	2.1	Student Support Program Program Lead	Yes	\$175,950.00	\$285,000		
2	2.2	Insights to Behavior Online Training	Yes	\$55,000.00	\$0		
2	2.3	Additional Site Assistant Principal	Yes	\$175,950.00	\$180,000		
2	2.4	Additional Site Assistant Principal	Yes	\$181,125.00	\$193,804		
2	2.5	Additional Site Assistant Principal	Yes	\$155,250.00	\$175,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Office Assistant Staffing Increase	Yes	\$669,100.00	\$685,000		
2	2.7	Office Assistant Staffing Increase	Yes	\$25,875.00	\$28,000		
2	2.8	MS Campus Safety Assistant	Yes	\$65,205.00	\$65,205		
2	2.9	Maintain Raptor- Site Safety System	Yes	\$15,400.00	\$31,800		
2	2.10	Bus Zonar- Transportation Safety System	Yes	\$38,030.00	\$49,150		
2	2.11	StopFinder- Transportation Family Notification System	Yes	\$1,696.00	\$2,304		
2	2.12	District Security & Safety Coordinator	Yes	\$204,930.00	\$523,790		
2	2.13	Improve/Maintain Facilities	Yes	\$3,100,000.00	\$3,358,000		
2	2.14	Custodial Services	Yes	\$1,405,720.00	\$1,436,426		
2	2.15	Grounds Services	Yes	\$350,000.00	\$350,000		
2	2.16	Custodial Services	Yes	\$232,875.00	\$236,000		
2	2.17	Psychologists	Yes	\$1,138,500.00	\$1,240,600		
2	2.18	Counseling Services	Yes	\$2,742,750.00	\$3,368,983		
2	2.19	CPR Training	Yes	\$40,000.00	\$31,500		
2	2.20	Coordinator II- Professional Learning	Yes	\$172,845.00	\$183,000		
2	2.21	District Translation Services	Yes	\$274,954.00	\$388,239		
2	2.22	Family and Community Engagement Supervisor	Yes	\$129,375.00	\$139,000		
2	2.23	District Homeless and Foster Youth Liaison	Yes	\$13,766.00	\$1,000		
2	2.24	Gallup Student, Staff, and Parent Engagement Surveys	Yes	\$50,065.00	\$50,066		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.32	Family and Community Liaisons (CalNew)	Yes	\$363,100.00	\$100,000		
2	2.35	Additional Concentration Grant	Yes	\$4,512,339.00	\$4,867,182		
2	2.36	Transportation Operations-Assistant- Off Campus Experiences	Yes	\$69,412.00	\$87,500		
2	2.37	Supplemental Student Mentoring	Yes	\$75,000.00	\$72,000		
2	2.38	Site Water Filling Stations	Yes	\$600,000.00	\$690,000		
3	3.1	Reduce MS Class Size	Yes	\$808,586.00	\$850,000		
3	3.2	Reduce SDC Class Size	Yes	\$921,150.00	\$916,242		
3	3.3	Reduce SDC Class Size	Yes	\$1,329,975.00	\$1,412,328		
3	3.4	Reduce TK-3 Class Size	Yes	\$7,381,326.00	\$7,521,922		
3	3.5	Site Supplemental Concentration Funding	Yes	\$2,348,370.00	\$2,530,182		
3	3.6	Supplemental Curriculum	Yes	\$2,550,000.00	\$2,450,000		
3	3.7	IT Bench Technician	Yes	\$117,990.00	\$122,500		
3	3.8	EL & FACE Director	Yes	\$124,718.00	\$130,000		
3	3.9	Library Software/Librarian	Yes	\$30,000.00	\$34,108		
3	3.10	Computer Service Technician	Yes	\$646,358.00	\$530,000		
3	3.11	Electronics Technician	Yes	\$256,680.00	\$196,500		
3	3.12	Technology Replacement	Yes	\$300,000.00	\$300,000		
3	3.13	Chief Technology Officer & Director of Technology.	Yes	\$647,105.00	\$650,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.14	Software/Database Specialist	Yes	\$155,250.00	\$167,000		
3	3.15	Professional Learning Cohorts	Yes	\$100,000.00	\$133,452		
3	3.16	Weekly Staff Collaboration Time	Yes	\$3,433,435.00	\$3,498,834		
3	3.17	Primary Reading Assessment Software- ESGI	Yes	\$43,281.00	\$53,000		
3	3.19	Data and Assessment Coordinator	Yes	\$269,100.00	\$330,500		
3	3.24	Supplemental Classroom Instructional Supplies	Yes	\$560,000.00	\$560,000		
3	3.25	Literacy Improvement Plan	Yes	\$320,000.00	\$500,000		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$155,547,077	\$44,496,025	0.000%	28.606%	\$44,498,153.00	0.000%	28.608%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

Cajon Valley Union School District Required Actions Chronic Absenteeism

LEARN MORE

Chronic Absenteeism

All Students

State



Yellow

31% chronically absent

Declined 3.1% ⬇️

EQUITY REPORT

Number of Student Groups in Each Level



Red

American Indian

Cajon Valley Schools with Red for Specific Student Groups:

Avocado Elementary: AA, MR
 Blossom Valley Elementary: HI, SED, SWD, WH
 Bostonia Global: WH
 Cajon Valley Home: SWD
 Cajon Valley Middle: AA, EL, HI, MR, SED, SWD, WH
 Chase Elementary: AA, AS
 Crest Outdoor Immersion: MR, SED, SWD, WH
 Flying Hills School of the Arts: AA, HI, SED
 Fuerte Elementary: EL, HI
 Greenfield Middle: MR
 Hillsdale Middle: AA, EL, HI, SWD
 Johnson Elementary: HOM
 Lexington Elementary: MR, WH
 Los Coches Creek Middle: EL, HI, SED
 Magnolia Elementary: AS, SWD
 Meridian Elementary: WH
 Montgomery Middle: HI

Naranca Elementary: SWD
 Rancho San Diego Elementary: MR, SED, WH
 Rios Elementary: EL, HI, WH
 Vista Grande Elementary: HI

AA = African American
 AI = American Indian
 AS = Asian
 EL = English Learner
 FOS = Foster Youth
 HI = Hispanic
 HOM = Homeless
 MR = Two or More Races
 PI = Pacific Islander
 SED = Socioeconomically Disadvantaged
 SWD = Students with Disabilities
 WH = White

Cajon Valley Schools with Red for All Students:

Blossom Valley
 Cajon Valley Middle
 Crest Outdoor Immersion
 Flying Hills School of the Arts
 Los Coches Creek Middle
 Rios Elementary



Cajon Valley Union School District Required Actions Suspension Rate

LEARN MORE
Suspension Rate

All Students

State



Red

5.2% suspended at least one day

Increased 2.3% ⬆

EQUITY REPORT

Number of Student Groups in Each Level



Red

African American

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

White

Cajon Valley Schools with Red for Specific Student Groups:

Bostonia Global: WH
 Cajon Valley Middle: AA, EL, HI, MR, SED, SWD, WH
 Chase Elementary: AA
 Crest Outdoor Immersion: SWD, WH
 Flying Hills School of the Arts: AA, EL, MR, SED, SWD, WH
 Greenfield Middle: EL, HI, MR, HIM, SED, SWD, WH
 Hillsdale Middle: EL, SWD
 Johnson Elementary: SWD
 Lexington Elementary: SWD
 Los Coches Creek Middle: EL, HI, MR, SED, SWD, WH
 Montgomery Middle: AA, EL, HI, MR, SED, SWD, WH
 WD Hall Elementary: EL, HI, SED, SWD

AA = African American
 AI = American Indian
 AS = Asian
 EL = English Learner
 FOS = Foster Youth
 HI = Hispanic
 HOM = Homeless
 MR = Two or More Races
 PI = Pacific Islander
 SED = Socioeconomically Disadvantaged
 SWD = Students with Disabilities
 WH = White

Cajon Valley Schools with Red for All Students:

Cajon Valley Middle
 Crest Elementary
 Flying Hills School of Arts
 Greenfield Middle
 Los Coches Creek Middle
 Montgomery Middle
 WD Hall Elementary



Cajon Valley Union School District Required Actions English Language Arts

LEARN MORE

English Language Arts

All Students

State



Orange

46.4 points below
standard

Declined 7.4 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each
Level



Red

English Learners

Foster Youth

Homeless

Eligibility for
Differentiated Assistance:
[English Learners]

Cajon Valley Schools with Red for Specific Student Groups:

Anza Elementary: EL, HI, SED, SWD, WH

Avocado Elementary: EL, SWD

Blossom Valley Elementary: SWD

Bostonia Global: EL, SWD

Cajon Valley Middle: AA, AS, EL, SED, SWD, WH

Chase Elementary: EL, HI, SED, SWD, WH

EJE Elementary Academy

Charter: EL

EJE Middle Academy: EL

Flying Hills School of the Arts: EL

Greenfield Middle: AA, EL, HI, SED

Hillsdale Middle: SWD

Johnson Elementary: EL, HI, SED, SWD

Lexington Elementary: EL, WH

Madison Avenue Elementary: EL

Magnolia Elementary: EL, HI, SED, SWD, WH

Meridian Elementary: EL

Montgomery Middle: AA, EL, HI, SED, SWD, WH

Naranca Elementary: AA, EL, HI, SED, WH

W.D. Hall Elementary: EL, SED

AA = African American

AI = American Indian

AS = Asian

EL = English Learner

FOS = Foster Youth

HI = Hispanic

HOM = Homeless

MR = Two or More Races

PI = Pacific Islander

SED = Socioeconomically Disadvantaged

SWD = Students with Disabilities

WH = White

Cajon Valley Schools with Red for All Students:

Anza Elementary

Cajon Valley Middle School

Chase Avenue Elementary

Greenfield Middle

Johnson Elementary

Magnolia Elementary

Montgomery Middle

Naranca Elementary



Cajon Valley Union School District Required Actions Mathematics

LEARN MORE Mathematics

All Students

State



Orange

74.5 points below
standard

Maintained -1.7 Points

EQUITY REPORT

Number of Student Groups in Each
Level



Red

African American

English Learners

Foster Youth

Homeless

Eligibility for
Differentiated Assistance:
[English Learners]

Cajon Valley Schools with Red for Specific Student Groups:

Anza Elementary: HI, SWD
 Bostonia Global: EL, SWD:
 Cajon Valley Home: AS, EL,
 SWD, WH
 Chase Elementary: EL, HI,
 SED, SWD, WH
 Crest Elementary: SWD
 EJE Middle Academy: EL, HI,
 SED
 Flying Hills School of the Arts:
 EL, HI
 Greenfield Middle: AA, SED,
 SWD, WH
 Hillsdale Middle: EL, SWD
 Jamacha Elementary: SWD
 Lexington Elementary: EL
 Los Coches Creek Middle: HI,
 SWD
 Madison Avenue Elementary;
 SWD
 Magnolia Elementary: SED
 SWD
 Montgomery Middle: AA, EL,
 HI, SED, SWD, WH
 Naranja Elementary: EL, HI,
 SED, SWD, WH

AA = African American
 AI = American Indian
 AS = Asian
 EL = English Learner
 FOS = Foster Youth
 HI = Hispanic
 HOM = Homeless
 MR = Two or More Races
 PI = Pacific Islander
 SED = Socioeconomically
 Disadvantaged
 SWD = Students with Disabilities
 WH = White

Cajon Valley Schools with Red for All Students:

Chase Avenue Elementary
 EJE Middle Academy
 Greenfield Middle
 Montgomery Middle
 Naranja Elementary



Cajon Valley Union School District Required Actions English Learner Progress

English Learner Progress

All Students

State



Orange

**48.8% making progress
towards English language
proficiency**

Declined 4.3% ⬇️

**Number of EL Students:
3,685**

Cajon Valley Schools with Red for English Learners

Avocado Elementary: EL

Bostonia Global: EL

Kidinnu Academy: EL

Magnolia Elementary: EL

Rancho San Diego Elementary: EL

W. D. Hall Elementary: EL



**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2023-2024

Date of Board Approval

LEA Name

Cajon Valley Union School District

CDS Code:

37-67991

Link to the LCAP:

(optional)

<https://www.cajonvalley.net/domain/1628>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Cajon Valley Union School District (CVUSD) uses both the Local Control Accountability Plan (LCAP) and federal funding to meet districtwide goals aligned to our vision, Happy Kids, in Healthy Relationships, on the Path to Gainful Employment.

Our three LCAP Goals:

1. All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interest, and values.
2. All students, staff, and families feel safe, empowered, and respected.
3. All students will excel in reading, writing, listening, speaking, and mathematics.

The Local Control Funding Formula (LCFF) funds allow for the initial implementation of all intended actions and services related to our yearly goals. These actions and services can be more effectively supported with additional resources targeted to serve our highest-needs students. To supplement LCAP resources, categorical funding is used to provide greater support for district-wide goals and to better meet the needs of under-performing students. CVUSD chose to allocate the majority of categorical funding on staffing with expertise in need areas including homelessness, professional learning, instructional coaching, modern curriculum development, and personalized learning. Categorical funding is used to allow these leads to build the capacity of all staff within district-wide goals.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All funding sources - regardless of origin - are aligned with district-wide goals. CVUSD analyzes student needs related to their preparation for college and career to align funds from the local, state, and federal levels. Needs are assessed based on the whole child including academic and social-emotional domains. Funding sources support the actions and services aligned with our student goals. A variety of data sources are analyzed to determine district-wide priorities including California dashboard; California Assessment of Student Performance and Progress (CAASPP); Interim Assessment Blocks (IAB's); English Language Proficiency Assessments for California (ELPAC); Gallup surveys as well as site and district stakeholder feedback sessions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

CVUSD designates eligible school attendance area or school in which at least 54 percent of the children are from low-income families. This threshold is reassessed each year based on our annual CALPADs LEA report.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD annually reviews student enrollment and educator qualifications to ensure equitable instructional resources for low-income students. The district collects student and staff information through CDE's Education's Educator Equity Data Collection Process. This data is then analyzed to ensure equity in the experience, effectiveness, and required credentialing of teachers for low-income and minority students. If any disparity is found, personnel will work with the local association to correct staffing districtwide.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

School Choice

As part of ESSA, students enrolled in CVUSD schools identified for comprehensive support and improvement (CSI), have the option to transfer to another district school. Notifications will be sent to the identified CSI site(s) informing families of their right to transfer schools. Priority for transfers will be given to the lowest-achieving children from low-income families. Students transferring under school choice will have access to enrollment, classes, and activities offered at the alternative site. Once enrolled, students may remain at this school until the highest grade offered.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD provides multiple opportunities for parents to engage in the district's educational system and their child's learning journey, with all school sites and the district developing and annually reviewing Parent and Family Engagement plans. Five core values lie at the heart of everything we do. We believe: 1) Every child has great potential; 2) Every family wants the best for their children; 3) Society is enriched by cultural diversity; 4) Participation in our activities is always voluntary; 5) Parents should be co-designers of our work because the problems in our community can and should be addressed using answers that come from within. To support these core values, CVUSD has established a variety of district departments, committees and initiatives.

The district's Family & Community Engagement (FACE) department provides parent liaison support for all families, professional development for staff, and interpreter services to ensure parents are well informed and supported. The department's mission is to provide opportunities for CVUSD schools and families to build meaningful and productive partnerships committed to student learning. Utilizing the parent and community engagement framework from the California Department of Education, schools and the broader communities can work together to serve and build parent and community engagement. This framework provides a model that schools and districts can use to build the type of effective community engagement that will make schools the center of our communities, as well as provides a process used to teach school and district staff to effectively engage parents in working successfully with the schools to increase student achievement.

"Parent University" is a community collaborative led by the FACE department to help parents become full partners in their children's education, by increasing their involvement in the schools and empowering them to raise children who are successful in school, and in life. Research has shown parents can increase a child's academic success through their involvement with schools and communities. Parental involvement improves student morale, attitudes, and academic

achievement across all subject areas. Through partnerships with local community agencies and organizations, the district is able to connect families with workshops that are held within the neighboring schools, throughout the community, and at the district office. Workshops range from topics like "Helping Your Child with Homework" to "Preparing for Kindergarten and Middle School", and due to COVID-19, new parent workshops were offered to improve parent understanding of student online programs and the tracking of student engagement. Often the topics are parent-generated and are highly interactive. These free courses, family events, and activities to equip parents with new or additional skills, knowledge, resources, and confidence. Through participating in parent university, as well as various district committees, parents are encouraged to not only learn, but to also provide feedback and ideas to better student and family opportunities.

Another avenue for parental engagement is through specialized district committees. When they are part of these committees parents can help develop programs, procedures, and policies that advance student success.

Annually the district evaluates its parent engagement policy at both the Local Control Accountability Plan (LCAP) committee and the District Advisory Committee (DAC) meetings. If needed, the policy is adjusted and approved by our governing board so that we can provide the most effective opportunities and guidelines for parent engagement. Each school site reviews and improves its site parent involvement policy, providing individualized parent engagement opportunities based on the needs of each school community. The District English Language Advisory Committee (DELAC) advises the central district personnel on subjects related to English Learners (EL) services and programs offered by the district. As an advisory group, they provide recommendations to the EL master plan, establishing goals and objectives for ELs, as well as reviewing and commenting on the district's reclassification procedures for this group.

CVUSD reserves at least one percent of Title I funding to assist schools with family engagement. Site supports include professional development on academic programs, student engagement, centralized translation and interpretation services, and babysitting.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

CVUSD does not currently have any students in school wide programs, targeted support programs, and programs for neglected or delinquent children.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All CVUSD Title 1 sites develop an annual School Plan for Student Achievement (SPSA). Each SPSA is developed with the participation of parents, administrators, classified and certificated staff, and is based on a comprehensive needs assessment to determine areas of improvement by subject and skill. Professional development is offered to certificated staff in ELA and mathematics for detailed tracking of student growth and demonstration of mastery within priority standards. In addition, the specific academic needs of underachieving students and/or student groups of students are identified based on state academic standards. Annually, eligible student groups are identified and plans are revised to support improved student outcomes.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD is committed to eliminating any accessibility barriers that might prevent our homeless students from receiving an equitable education. The district provides support and services to students and families experiencing home insecurity, including:

Transportation options in place to aid in removing this barrier for our homeless students.

District Busing from central pre-established stops to the school of origin. In some cases where the student lives outside of the district boundaries, CVUSD will share transportation with the school district where the student is living.

Metropolitan Transportation Services Compass Cards for homeless students living outside the district boundaries or when an established bus route is not available. These passes are available for the student and parent.

Mileage Reimbursement: In cases where parents have working automobiles, CVUSD will arrange for the parents to drive to school and we will provide mileage reimbursement. CVUSD takes into consideration days when the student is not in attendance and adjusts the amount accordingly.

Guidance technicians as additional counseling support for our homeless students and families funded through Title I. A technician is dedicated to one middle and one elementary school based on homeless enrollment. Technicians support our homeless students and families in analyzing their unique barriers and creating a place of safety, structure, and opportunity. Technicians assist our homeless students and families in:

Being able to meet enrollment requirements (including requirements to provide proof of residency and legal guardianship, and school and health records)

Maintaining school of origin despite high mobility

Providing transportation to and from school

Providing school supplies and clothing

Assessing resources needed relating to health, fatigue, and hunger

Accessing emotional crisis/mental health support

Academic support

A district liaison who works to:

Identify homeless children and ensure that children experiencing homelessness enroll in, and have a full and fair opportunity to succeed in school

Review policies that may create unintentional barriers to homeless enrollment

Ensure families and children receive educational services for which they are eligible, including Head Start, public preschool programs, and referrals to health care, dental, mental health, and other appropriate services

Inform parents and guardians of the educational and related opportunities available to their children and provide them with meaningful opportunities to participate in that education

Disseminate public notice of educational rights

Inform families about transportation services and assist them in accessing transportation

Ensure homeless children are identified by school personnel and through coordination with other entities and agencies

Coordinate with schools and community agencies to create identification strategies

Provide professional development, awareness, and training activities within school sites and the school district

Connect with most of our homeless families in offering them services/resources and referrals they might need.

Review policies that may create unintentional barriers to homeless enrollment.

Waived fees for programs and services:

Before and Afterschool Care/Enrichment

Summer School and Intersession Enrichment Offerings

Sixth-grade Camp. This is an extracurricular activity that we pay in full for students who have been identified as homeless through our Transitional Residency Affidavit (TRA).

Chromebook Insurance. CVUSD waives/pays any insurance fee necessary for homeless students so they can participate in the general education program despite any potential damage to their site-provided computer.

Hotspots are available to our homeless families to further support student achievement specifically during distance learning and asynchronous activities.

A fully funded before and after school childcare for our homeless students. CVUSD pays the fees for students to remain in a safe and enriching environment at both After School Education and Safety Programs (ASES) and Non-ASES sites, with the additional goal of providing parents valuable time to secure jobs

Family services/resources and referrals

Birth certificates necessary to enroll in school

Immunizations

Food pantries

Medical and dental services

Eyeglasses and hearing aids

Counseling services to address anxiety-related to homelessness that is impeding learning

Outreach services to students living in shelters, motels, and other temporary residences

Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions

Tutoring services, especially in shelters or other locations where homeless students live

Parental involvement specifically oriented to reaching out to parents of homeless students

Parent Education: "Love Our Daughters" is a program offered to our middle school families - including those experiencing home insecurity - to teach parents about the chemistry of the teenage brain and effective communication techniques when working with their teenagers. This awareness and skill set is intended to strengthen parent/teen relationships and trust.

Summer school (2021) and after-school tutoring during the 2021/2022 school year to support learning gains on grade-level standards and lost in-person time due to COVID-19.

Personal resources

Backpacks: One of the supports the District offers to homeless students is backpacks containing school supplies appropriate for each grade level. Currently, CVUSD is offering backpacks for Primary (K-2), Elementary (3-5), and Middle School (6-8) age students.

Clothing and shoe gift cards: CVUSD offers homeless students gift cards (local department store) to be able to buy articles of clothing, particularly if necessary, to meet a school's dress code requirement. We also offer new physical education uniforms and shoe gift cards (local shoe chain) necessary to participate in physical education classes.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Cajon Valley does not use Title I, Part A funds to provide early childhood education services.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD facilitates effective transitions during primary and middle school years through a variety of strategies.

Early Childhood Transitions (Special Education or SPED)

Three to six months prior to a preschool student transitioning to kindergarten, staff reviews student data to determine if the student's disability status and their eligibility for special education and related services. Staff then determines whether additional information is needed, or additions or modifications to the student's current Individualized Education Plan (IEP) are necessary in order for the student to meet his or her goals and participate, as appropriate, in the general education classroom.

Middle School Transitions

To support effective transitions from middle to high school, feeder middle schools provide opportunities for students to learn about their career and academic choices in high school. Middle school counselors, in conjunction with feeder high schools, share the transfer processes, program offerings, and the various Career and Technical Education (CTE) Pathways. Middle school students may participate in orientation field trips, either virtual or in-person, to their future high schools. In addition, transition and orientation sessions are held at each feeder high school in the spring.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD believes that all students possess unique learning and social needs requiring personalized instruction and experiences to reach their full potential. Working together with parents and the community, teachers motivate, nurture, and challenge GATE students to attain their intellectual, creative, and artistic potential. GATE identification begins in January for third-grade students, and students in grades 4-7 may also be assessed if requested by a parent or a teacher. The assessment measures general human intelligence and abstract reasoning.

The Instructional Media Services (IMS) Department is committed to improving reading achievement, and encouraging students to become lifelong readers. IMS does this through access to up-to-date school library materials and well-equipped, technologically advanced school library media centers. IMS is also committed to:
Ordering, delivering, and maintaining an inventory of State adopted textbooks
Providing media resources to enhance teaching in all core curriculum areas
Directly supporting classroom learning with resources selected to support the curriculum.
Promoting recreational reading through the selection of quality informational and recreational books.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley does not receive Title I, Part D Funding.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Cajon Valley Union School District's (CVUSD) professional development is a system of interrelated practices supporting staff members' commitment to improvement. The system is intended to improve student achievement by enhancing proficiency at instructional and leadership levels. Offerings are based on student and staff needs to be aligned with the expectation of developing happy kids, in healthy relationships, on a path to gainful employment.

Teachers and site certificated staff are offered opportunities for professional growth and improvement through the CVUSD Developing Effective Educator Practice (DEEP) plan and criteria. This model provides a personalized approach that measures growth and development.

The district professional plan focuses on:

Selection of three focus professional standards/elements

Focus on goal setting and intrinsic development

Evaluation rubric with a four-tiered rating scale

The teacher is an active participant and the administrator facilitates and coaches

Focus on professional growth, using evidence and multiple measures

Supports differentiation

Site instructional coaches provide ongoing support for teachers as they pursue individual and district goals.

Certificated staff is offered professional learning through release time, academy sessions, after-school sessions, online learning, and digital badging. Growth goals are established by teachers and administrators and based on the California Standards for the Teaching Profession (CSTP) allowing for individualized professional growth needs. District-wide DEEP data is used to annually assess growth and improvement. Staff goals and growth are monitored through ongoing observations, instructional support review, and evaluation.

CVUSD evaluates its system of professional growth and improvement through student achievement data and staff feedback on professional development. Beginning teachers are provided support through the Teacher Induction Program. Within this program, new teachers are matched with veteran teachers that support understanding and implementation of the California teaching standards. Mid-career staff is provided professional learning based on our modern curriculum and implementation, and student mastery of content standards. Some mid-career staff requires additional authorizations to maintain current positions in order to maintain and support our staff in these new requirements. CVUSD has offered these groups reimbursement for educationally related costs in completion of the authorizations. In addition, professional learning support is offered for staff not progressing within the California teaching standards. Our Peer Assisted Review (PAR) Program was developed to assist teachers whose bi-annual personnel reviews are not satisfactory. Assistance and support is provided by exemplary teachers. This includes subject matter knowledge and teaching strategies that staff has identified for the PAR Program.

Throughout the year there are a variety of professional learning opportunities for certificated staff. These offerings, which are optional and based on individual goals, are provided by district facilitators within the areas of:

English Language Arts (ELA)
English Learner Development (ELD)
Math
Science
Technology Integration
Career Development and Exploration
Student Wellness & Support
Transforming Classrooms to Modern Learning Environments

Certificated staff is provided:

Two all-day professional learning days, one in August and one mid-year in January. During these days, all staff collaborates around centrally defined student needs with an emphasis on student wellbeing, belonging, and engagement.

Opportunities during summer, spring, and winter, staff to join face-to-face professional learning sessions based on the offering listed above.

An hour each Monday for staff collaboration.

Three (3) hours of professional learning outside the contract day per year. Beyond this, sites offer an additional seven hours of professional learning for interested staff.

Central content-focused facilitators to lead professional learning on and off-site based on staff or administrative requests.

Teacher Advisory groups to share ongoing feedback throughout the year on the tools, learning, and professional learning needs of certificated staff.

The administrative staff and site leaders are provided with opportunities for growth based on individual and districtwide goals:

Monthly professional learning opportunities through job-alike meetings provide learning and collaboration time to build site-level leadership capacity.

Professional learning modules centrally offered on change management and the modernization of classroom learning.

Each site administrator is provided principal support from a centralized member of the cabinet or educational services.

Annual support is differentiated to meet the needs of beginning, mid- and advanced career growth and development.

This support person meets with the administration to provide feedback and problem solving based on the needs or requests of the site administrator.

Biannual management strategy conferences to build leadership skills, set district expectations, and improve service to both internal and external customers.

Annual administrator evaluations through the Staff Gallup Engagement Survey. Goals are developed based on survey results. Administrators receive strengths-based professional development from central Gallup leads.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comprehensive Support and Improvement (CSI) grant funds are distributed equally between the four CVUSD qualifying sites. This funding supports site development and implementation plans to improve student outcomes based on state

indicators. Sites have identified evidence-based interventions to implement and monitor through the Plan, Do, Study, Act (PDSA). Professional learning related to these plans will be supported by both the district and county levels.

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools are identified based on the previous year's dashboard data. Funds to these sites are distributed equally and are based on plans developed as part of a "root cause analysis" to improve outcomes of underperforming students. Collaboration and professional learning plans are developed annually to support CSI and TSI sites. Evidence-based interventions are implemented and monitored through a Plan, Do, Study, Act (PDSA) model. Professional learning related to these plans will be supported by both the district and county levels.

CVUSD provides professional learning opportunities to staff, based on current needs, and aligned to student progress on content area standards, a modern curriculum, which includes career development K-8, and the CVUSD learning model: rigor & relevance, personalized learning, and social-emotional learning. Professional learning on these topics are offered to all staff through both synchronous and asynchronous formats. Professional development is funded centrally for all school sites, and individual schools may supplement learning opportunities with site funding. Sites may also request and provide more personalized small group professional development from central facilitators. Non-tenured teachers are supported through our Beginning Teacher Support and Assistance (BTSA) program that we co-facilitated with the San Diego County Office of Education. This program offers newer teachers mentoring and coaching within the California Standards for Teaching Profession.

CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) receive central Title II professional development support based on their specific needs and requests related to annual site improvement plans. Professional learning may be provided by central services, outside agencies, and/or the San Diego County Office of Education.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Cajon Valley Union School District (CVUSD) annually reviews the following to provide the most effective professional learning delivery methods and content:

CVUSD uses the following data to continually update and improve activities supported under Title II, Part A:

California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) scores
CAASPP math scores
Interim assessment benchmark data, including analysis of student meeting annual growth targets
Student Gallup poll data
Beginning teacher support feedback and surveys
Staff and administration feedback related to the new CVUSD evaluation system DEEP (Developing Effective Educator Practice)
Local Indicators related to district-wide progress on academic standards
Site Survey on implementation of the CVUSD Priority Standards.
Student Lexile Progress

CVUSD provides ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A by asking teachers, principals, paraprofessionals, parents, and community members to provide feedback on student progress on standards to further improve our district-wide instructional program and provide the professional learning opportunities most aligned to current instructional needs. CVUSD requests feedback annually regarding professional learning through staff surveys, LCAP Committee feedback, school site council, English learner advisory committees, parent advisory committees, certificated and classified staff advisory committees. The site and central leaders share student progress on standards and professional learning offerings individually with these specific groups, and ask for feedback on these outcomes. Central leadership meets with advisory groups to learn about individual group priorities for professional learning including, counselors, special education staff, site principals, and assistant principals. Office managers are provided with professional learning. The central office consults with the San Diego County Office of Education to review district engagement in professional learning and defines priorities for the following year based on this data.

CVUSD coordinates its Title II, Part A activities with supplemental grants to provide coordinated and additional support to staff. Grants include a Multi-Tiered Support System (MTSS) and refugee funding. Title grants also coordinate with professional learning offerings such as the use of Title III to support professional learning for staff teaching English learners.

An annual needs assessment allows staff to identify, understand, and prioritize the needs that must address to improve student performance.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD provides effective PD to classroom teachers, principals, other school leaders, administrators, and other school or community-based organizational personnel.

Central ELD instructional coaches facilitate conversations and provide training for educators, paraprofessionals, and administrators using analysis of EL achievement data to drive instructional decisions and the effective implementation of EL instructional strategies to increase English proficiency and achievement in core academic areas.

EL Coaches provide professional learning opportunities on the following topics:

The EL lens within non-ELD related professional development sessions to proliferate strategies that enhance academic achievement for English learners

Effective delivery of Integrated and Designated ELD in classrooms, based on the ELA/ELD framework, with an emphasis on the assessment cycle

Understanding ELD priority standards and their coordination with ELA standards

Personalization of learning plans based on the individual needs of language learners, including leveraging adaptive technologies to support language acquisition

Guided Language Acquisition and Design (GLAD)

Exemplar classroom for teachers learning to improve ELD implementation.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The CVUSD RSIG Program provides services to addresses the unmet and emergent needs of recently arrived school-age refugee students and refugee families. This innovative program offers a variety of student and family services.

Student Supports include:

- support groups targeting socio-emotional needs
- tutoring
- homework support
- English Language Development instruction by certificated CVUSD teachers
- development of physical well-being, language acquisition, and social interactions through soccer play
- understanding the U.S. school system
- adaptation to a new community
- academic performance; and
- a positive sense of self

Family Supports include:

- learning English as a second language
- understanding the school system
- supporting their children with language development and academics
- learning about community services and resources available to them; and
- integrating into the new community through activities promoting community service
- learning job acquisition skills

Family liaisons provide parent and family outreach and training activities designed to assist parents and families to become active participants in the education of their children.

Activities include: "Parent University" and workshops to teach parents how to read with their child, learning how to help their child with homework, social-emotional connection with their child, and highlighting their child's strengths and talents. During COVID and to support students learning at home, parents were provided training on use of student language acquisition software programs. In addition, liaisons worked to ensure that families of immigrant children had access to food, technology, and mental health supports during school closures. Software purchases such as Imagine Learning and Lexia are to provide supplemental online instructional opportunities that support the development of language acquisition skills for immigrant students. Specific summer programs will be offered to our immigrant student population to support additional language growth.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ELD standard proficiency scales will be created and written in student-friendly language in order to improve the clarity of learning targets for our English learners. ELD proficiency scales will allow teachers to better understand the current skills

of EL learners at a more granular level and provide needed resources to support academic growth. Additional multi-level reading, spelling, vocabulary, & grammar curriculum will be provided to support long-term English learners and those at risk of becoming long-term English learners.

English Language Development Assistants (ELDA's) will provide small group instruction for long-term EL's based on formative data related to reading, vocabulary, and speaking skills. Counselors will work specifically with English learners to set language proficiency and academic goals, monitor their progress at regular intervals and provide ongoing guidance. Counselors and family liaisons will coordinate collaborative sessions with students and parents to improve academic achievement and language acquisition.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CVUSD monitors the proficiency and progress of English Learners using a variety of assessment tools including the ELPAC, CAASPP Data, and Interim Assessment Benchmarks in ELA and math. Data is analyzed school-wide during grade-level planning time by teachers and administrators. Data and plans are shared with parents and other members of the school staff as appropriate to ensure a comprehensive approach to intervention.

CVUSD teachers differentiated learning plans for English Learners. Small group interventions are provided for ELs demonstrating below grade-level reading proficiency interventions take place during the school day. CVUSD's Special Education staff includes EL Data in the development of IEP's and in the implementation of services to support students dually identified. All sites will conduct a Title III program evaluation in which all parents and staff have the opportunity to review programs and activities partially or wholly funded by Title III. Qualitative and/or quantitative data will be collected for each program or activity to compare effectiveness. Notes will be taken on an authentic discussion on how a site can improve programs and activities for English learners.

Effectiveness of the program or activity in attaining English proficiency or to meet academic achievement; the modification that should be made, and if ineffective, what should be eliminated from the site. This information will be shared with the school site council (SSC) at each site and with the district Local Control Accountability Plan (LCAP) committee and district English Language Advisory Committee (DELAC) in order for this data to be used and captured on the district Title III program evaluation.

The district program evaluation captures data at a district level and follows the same format as sites. It also includes comments and discussion notes from the LCAP and DELAC in order to make an informed district decision. Verification is made that goals, activities, and actions are effective and align with the LEA LCAP before a program or activity is continued. There is EL inclusion in each site's School Plan for Student Achievement (SPSA). Each SPSA has goals to improve student outcomes for English learners. Needs assessments are used to analyze the academic performance and language development data to determine English learner student and program needs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Cajon Valley Union School District (CVUSD) will use at least 20 percent and an estimated \$480,000 of the Student Support and Academic Enrichment (SSAE) program funds, for activities authorized under Section 4107 to support student access to a well-rounded education. Central program leads provide staff support with the delivery of TK-8 career development in the World of Work (WOW). The WOW program is a three-core process where each student applies themselves in the "Mission of Me." They begin with a self-awareness step where they identify and learn about their strengths, interests, and values. Then, they explore the world of work and their academic options. Once they learn, apply, and experience different types of jobs in the workplace, they tell their unique story based on their experience, education, and skills. The program implements the three-core process through four levels of integration, so they fully capture and apply the "Mission of Me."

Level One: Each child explores various careers and industries.

Level Two: Students get to simulate the workplace that interests them. Students engage in classroom mockups that involve their skills and the workplace values required to work in the jobs.

Level Three: Students meet professionals and experts. They come to the classroom in person or virtually through WOW's vendor Nepris. Working with Nepris, students virtually visit with professionals live from anywhere in the world without ever leaving the classroom. Using Nepris technology, students in rural areas can connect to professionals via Skype or other virtual platforms. The professionals show them their workplace, how they get their work done and answer any questions.

Level Four: Students practice by demonstrating their new knowledge skills and abilities gained during levels one, two, and three. They explore and apply all they learned from the levels in their classrooms with access to the professionals or experts from Level Three. They know why they are in school, and understand why they want to do well in school. They learn with the workplace integrated into the classroom curriculum.

The remaining portion of Title IV funding is focused on maintaining safe and healthy campus environments. Middle school site safety leads are trusted campus mentors who will provide small group support for under-served students struggling with academic and social-emotional barriers. These students will receive additional guidance and support from their site leads including the incorporation of skills taught in our social-emotional learning (SEL) curriculum. In addition, these leads will work with students to set goals, create individualized improvement plans, and monitor progress.

Program Objectives

Increase site safety by engaging with students, staff, and parents to promote a positive school environment.

Intended Outcomes

Through intervention and mentorship, CVUSD Site Safety Leads will support the reduction of student suspensions by one percent.

Student suspensions related to physical peer altercations will decrease by one percent.

Student bullying incidents will decrease by five percent.

Periodic Evaluation of Effectiveness

Each trimester, site administration will review suspension data including incidents related to physical peer altercations and bullying to evaluate program effectiveness and re-prioritize strategies based on this data.

To address these concerns and support our middle social-emotional learning programs, site safety leads will be hired to support a site-wide safety and security program including:

Bullying prevention

Conflict management

Gang risk intervention

Threat assessment

Positive behavior interventions and supports (PBIS)

Multi-tiered systems of support (MTSS)

Trauma-informed care (TIC)

Appropriate visitor procedures

Coordination with mental health professionals as well as law enforcement professionals related to campus security

Student self-regulation and goal setting

Professional development including training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response

CVUSD will use a portion of the funds to improve the use of technology to improve academic achievement, academic growth, and digital literacy of all students. Funds will be used to support professional learning related to student's digital citizenship and the appropriate use of technology. Staff will receive professional learning resources and curriculum around our three pillars of safe online use and the integration of "common sense" media curriculum.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022