LCFF Budget Overview for Parents

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

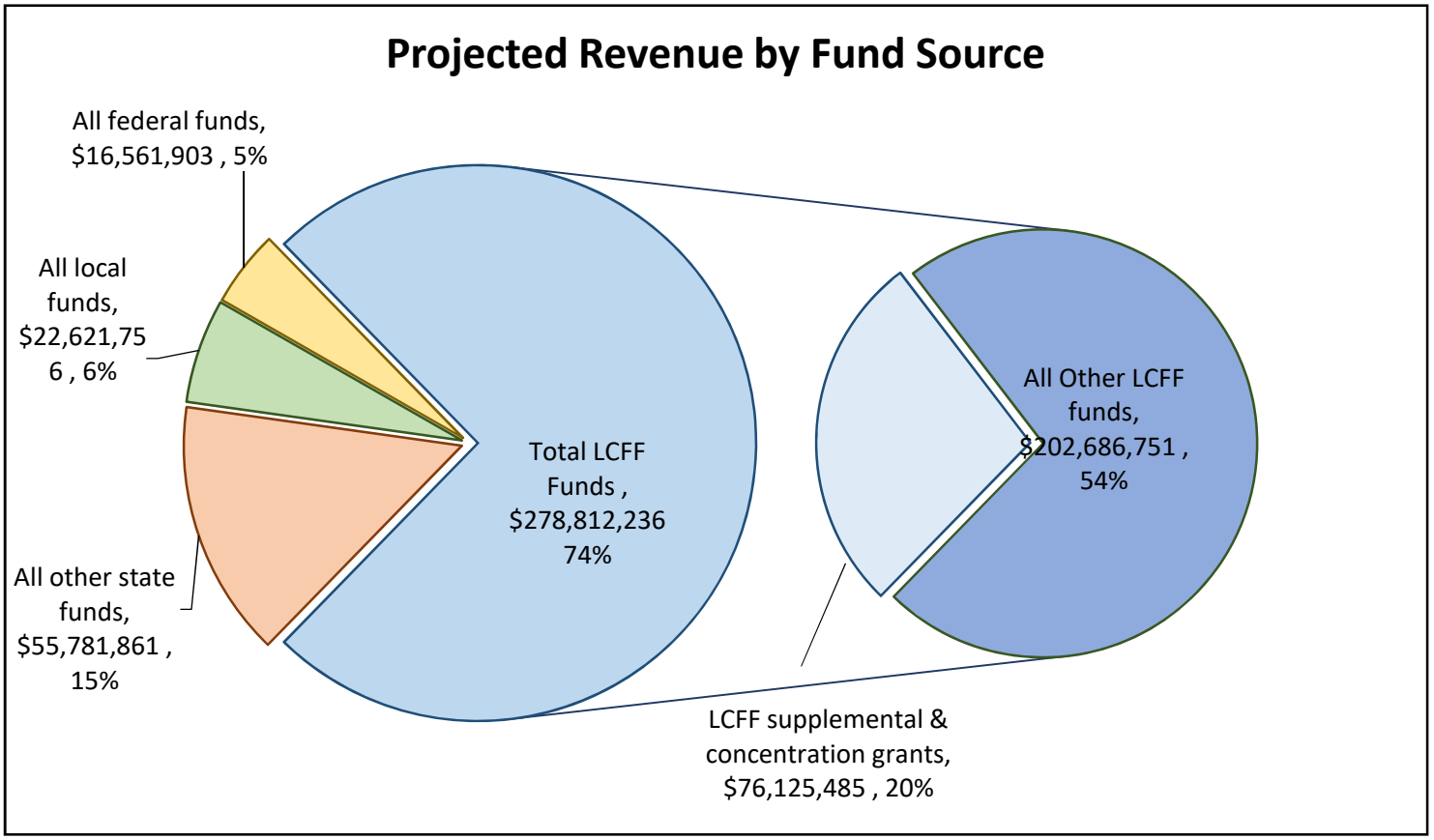
CDS Code: 366768600000000

School Year: 2025-26

LEA contact information: Tina Petersen, 909-580-6500, lcap_info@cjusd.net

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 2025-26 School Year

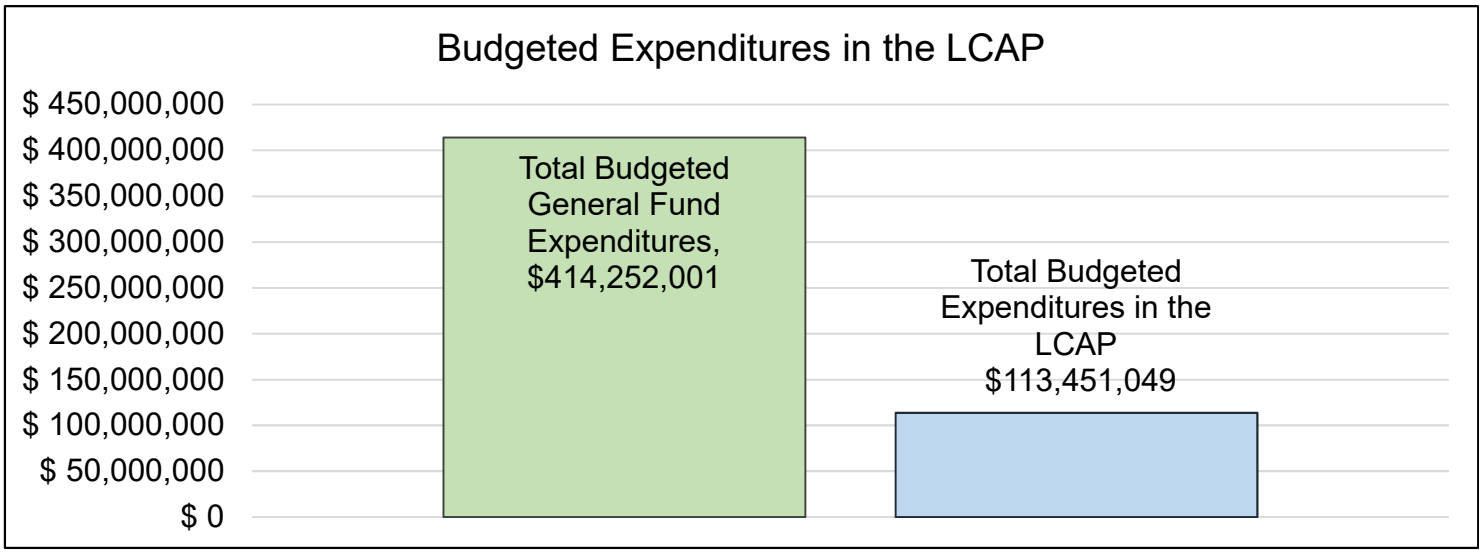


This chart shows the total general purpose revenue Colton Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Colton Joint Unified School District is $373,777,756.00, of which $278,812,236.00 is Local Control Funding Formula (LCFF), $55,781,861.00 is other state funds, $22,621,756.00 is local funds, and $16,561,903.00 is federal funds. Of the $278,812,236.00 in LCFF Funds, $76,125,485.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Colton Joint Unified School District plans to spend for 2025-26. 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: Colton Joint Unified School District plans to spend $414,252,001.00 for the 2025-26 school year. Of that amount, $113,451,049.00 is tied to actions/services in the LCAP and $300,800,952.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

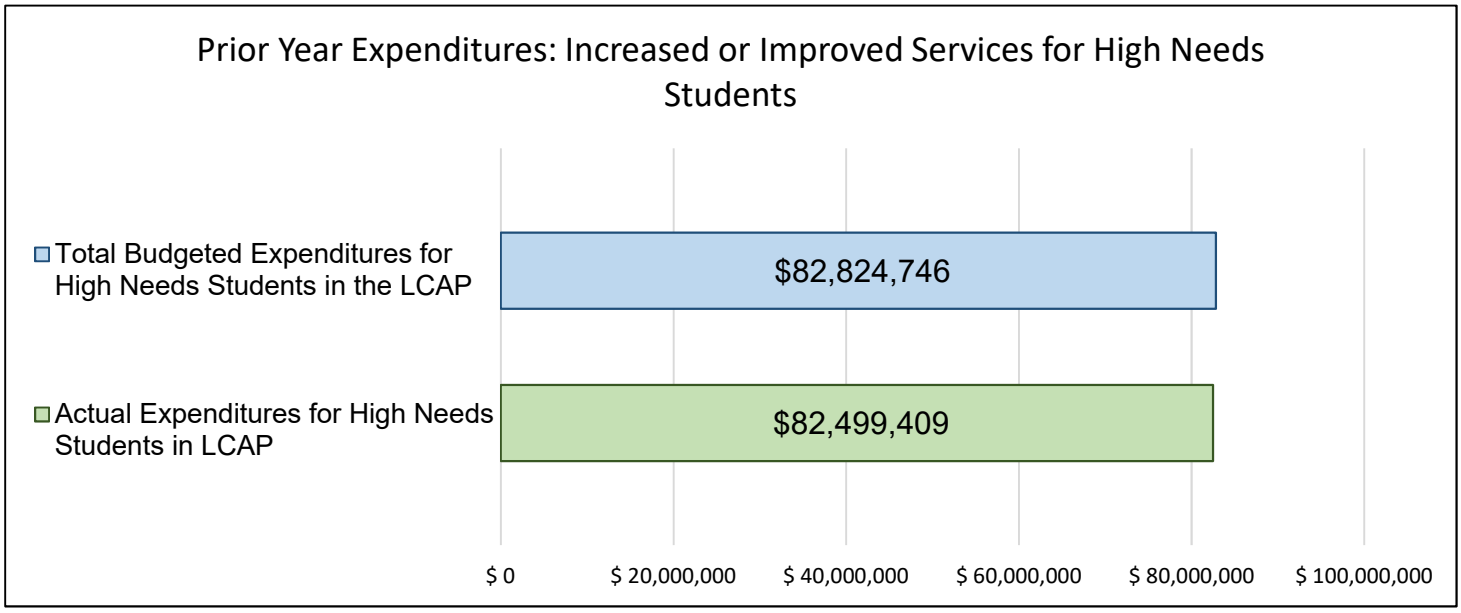
General Fund expenditures not accounted for in the Local Control and Accountability Plan include staffing, textbook adoption, professional development, facility maintenance, and general operating expenses in

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Colton Joint Unified School District is projecting it will receive $76,125,485.00 based on the enrollment of foster youth, English learner, and low-income students. Colton Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colton Joint Unified School District plans to spend $81,171,608.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Colton Joint Unified School District's LCAP budgeted $82,824,746.00 for planned actions to increase or improve services for high needs students. Colton Joint Unified School District actually spent $82,499,409.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $325,337.00 had the following impact on Colton Joint Unified School District's ability to increase or improve services for high needs students:

Multiple programs faced challenges in hiring and retaining qualified staff, including Spanish instructional support, TOAs, VAPA, and Library personnel. The ongoing shortage of substitutes continued to impact field trips, conferences, and opportunities for teacher collaboration. Federal and state funding helped offset the district's use of supplemental and concentration grant resources.

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
Colton Joint Unified School District	Tina Petersen, Asst. Supt. Ed Services	Tina_Petersen@cjusd.net (909) 580-6531

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Colton Joint Unified School District (CJUSD), located in San Bernardino County, spans approximately 48 square miles, extending 15 miles from east to west. The district serves the communities of Colton, Bloomington, and Grand Terrace, along with portions of Fontana, Rialto, Loma Linda, and San Bernardino. In the 2025–26 school year, all 18 elementary schools will offer Transitional Kindergarten (TK) through 6th grade. At the secondary level, the district operates four middle schools (grades 7–8), three comprehensive high schools (grades 9–12), a continuation high school, and an alternative high school.

CJUSD serves a diverse student population of 18,397 students in grades TK through 12. The district also offers early education programs including preschool, Head Start, and Children's Center pre-kindergarten. Students benefit from a range of enrichment opportunities such as Gifted and Talented Education (GATE) at all K–8 schools, Advancement Via Individual Determination (AVID) at all middle and high schools and one elementary school, Advanced Placement (AP) courses, and 25 Career Technical Education (CTE) pathways across 13 industry sectors. Dual Immersion programs are available at four elementary schools and one middle school. In addition, CJUSD provides alternative learning options, including Independent Study, as well as extended educational opportunities for qualified students with disabilities and those approved for a fifth year of high school. Adult Education classes are offered through grant funding under AB 86. The district's Early College program is entering its third year at Bloomington High School and its second year at both Colton and Grand Terrace High Schools.

CJUSD schools continue to earn recognition for excellence. Bloomington High School was named an AVID Demonstration School, Slover Mountain High School was recognized as a Model Continuation School, and the Engineering Pathway at Grand Terrace High School was designated as a Project Lead the Way Distinguished School for the third year in a row. Additionally this school year, 26 school sites were honored with Bronze (1) Silver (5), Gold (15), or Platinum (5) status by the California PBIS Coalition for strong implementation of all three tiers of the Positive Behavioral Interventions and Supports (PBIS) framework.

As of this reporting period, CJUSD serves 18,414 students, including 16,001 unduplicated pupils. These represent an unduplicated pupil percentage of 86.99%, consisting of 15,787 Low-Income (LI) students, 3,200 English Learners (EL), and 94 Foster Youth (FY). Like many districts across the state, CJUSD is currently experiencing declining enrollment.

Three district schools—Slover Mountain High School, Washington High School, and Cooley Ranch Elementary—have been designated as equity multiplier schools and are receiving additional funding to support equity-focused initiatives.

CJUSD is supported by a dedicated and diverse team of certificated, classified, and management staff. The district's vision and strategic focus areas—Equity, Professionalism, and Professional Learning—were collaboratively developed through the District System Design Partnership, which engaged voices from across all educational partner groups. These shared commitments are outlined in the CJUSD Design Plan and guide the district's ongoing efforts to ensure high-quality educational experiences for all students.

The CJUSD vision states:

In the Colton Joint Unified School District, we believe each student deserves the academic proficiency and skills necessary to thrive in college and in the global workforce to earn a living wage and be responsible, productive citizens. We will do this by providing engaging, challenging and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse community.

First and foremost, our students will demonstrate academic proficiency needed for completion of postsecondary education and a profession that pays a living wage. This requires exposure to core content knowledge that allows for research, study, and inquiry. Students will graduate with the ability to critique and synthesize a variety of sources to create unique and innovative solutions.

But that is not all we want for our students. Our students will show compassion and empathy towards others who do not look like them, act like them, or agree with them. They will be risk-takers who work hard to reach their short-term and long-term goals. Students will show integrity by doing the right thing, even when it is difficult. They will be respectful toward others in the way they listen, speak, and interact.

Our students will learn the power of making ethical decisions that propel them into success beyond high school. They will be thoughtful leaders and team members who strive to make a positive impact on the world around them.

Our students will value collaboration and adapt their communication style depending on purpose, audience, and situation. They will be adept in integrating a broad range of technologies that enhance their learning and ability to transfer knowledge beyond the classroom. Our students will advocate for themselves and thrive by asking the right questions and having purposeful conversations with various educational partners.

As a team of caring professional educators and staff, we are enthusiastically dedicated to the education of our students. We will not only be committed to ensuring that all students receive what they need when they need it, but we will model these same expected behaviors for our students as they become graduates of the Colton Joint Unified School District.

Reflections: Annual Performance

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

Reflections: Annual Performance

The 2024 California Dashboard Results for the Colton Joint Unified School District indicate comprehensive district-wide performance across all areas, with no specific area falling into the red which is the lowest performance level category

Academic Performance

English Language Arts

Color: Yellow

50.2 points below standard

Increased +6.6 points

Mathematics

Color: Orange

88.5 points below standard

Maintained +2.9 points

English Learner Progress Indicator (ELPI)

Color: Yellow

48.2% making progress

Maintained +1.4%

College/Career Indicator (CCI)

Color: Yellow

31.1% Prepared

Increased +4.3%

Science (Status Only)

20.4 points below standard

+1.8 points

Academic Engagement

Chronic Absenteeism

Color: Yellow

23.6% Chronically Absent

Declined -11.4%

Graduation Rate

Color: Orange

87.3% Graduated

Increased +1.3%

Conditions & Climate

Suspension Rate

Color: Green

4.3% suspended at least one day

Declined -0.9%

The 2023 California School Dashboard shows that the following student groups were performing at the lowest performance level (red).

Districtwide

Academic Performance

English Language Arts

English Learners

Homeless

Students with Disabilities

Mathematics

English Learners

Homeless

Students with Disabilities

Academic Engagement

Chronic Absenteeism

None

Graduation Rate

Students with Disabilities

Conditions & Climate

Suspension Rate

African American

Two or More Races

Students with Disabilities

Outcomes Related to a Broad Course of Study

College/Career

English Learners

Students with Disabilities

School Sites: All Student groups showing Lowest Performing Levels

Alice Birney Elementary

Academic Performance: English Language Arts

Michael D'Arcy Elementary

Academic Performance: English Learner Progress

Sycamore Hills Elementary

Academic Performance: English Learner Progress

Colton Middle School

Academic Performance: English Language Arts and Mathematics

Academic Engagement: Chronic Absenteeism

Conditions & Climate: Suspension Rate

Joe Baca Middle School

Academic Performance: English Learner Progress

Ruth O' Harris Middle School

Academic Performance: English Language Arts and Mathematics

Academic Engagement: Chronic Absenteeism

Conditions & Climate: Suspension Rate

Terrace Hills Middle School

Academic Performance: English Learner Progress

Conditions & Climate: Suspension Rate

Slover Mountain High School (Continuation)

Academic Performance: English Language Arts, Mathematics & College/Career (Very low)

Conditions & Climate: Suspension Rate

Any Student Group with any School with lowest performance Outcomes

Abraham Lincoln Elementary

Academic Performance:

English Language Arts: English Learners

Alice Birney Elementary

Academic Performance:

English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged

Mathematics: Students with Disabilities

Cooley Ranch Elementary

Conditions & Climate:

Suspension Rate: Students with Disabilities

Crestmore Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Math: Students with Disabilities

Conditions & Climate:

Suspension Rate: Students with Disabilities

Gerald A. Smith Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Academic Engagement:

Chronic Absenteeism: Homeless

Grand Terrace Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Conditions & Climate:

Suspension Rate: White

Jurupa Vista Elementary

Academic Performance:

English Language Arts: English Learners

Math: English Learners

Mary B. Lewis Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Michael D'Arcy Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: English Learners and Students with Disabilities

English Learner Progress: English Learners

Paul Rogers Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Reche Canyon Elementary

Academic Engagement:

Chronic Absenteeism: African American and Students with Disabilities

Sycamore Hills Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

English Learner Progress: English Learners

Terrace View Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Conditions & Climate:

Suspension Rate: African American

Ulysses Grant Elementary

Academic Engagement:

Chronic Absenteeism: Students with Disabilities

Walter Zimmerman Elementary

Academic Performance:

English Language Arts: Students with Disabilities

William McKinley Elementary

Academic Performance:

English Language Arts: English Learners and Homeless

Mathematics: English Learners and Homeless

Academic Engagement:

Chronic Absenteeism: Homeless

Woodrow Wilson Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: Students with Disabilities

Colton Middle School

Academic Performance:

English Language Arts: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

Mathematics: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Academic Engagement:

Chronic Absenteeism: English Learners, Hispanic, Homeless, Socioeconomically disadvantaged, and Students with Disabilities

Conditions & Climate:

Suspension Rate: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Joe Baca Middle School

Academic Performance:

English Learner Progress: English Learners

Academic Engagement:

Chronic Absenteeism: Students with Disabilities

Ruth O' Harris Middle School

Academic Performance:

English Language Arts: African American, English Learners, Hispanic, Soc. Disadvantaged, and Students with Disabilities

Mathematics: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Academic Engagement:

Chronic Absenteeism: African American, English Learners, Hispanic, Socioeconomically Disadvantaged

Conditions & Climate:

Suspension Rate: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Terrace Hills Middle School

Academic Performance:

English Language Arts: African American

Math: English Learners

English Learner Progress: English Learners

Academic Engagement:

Chronic Absenteeism: African American and White

Conditions & Climate:

Suspension Rate: African American, English Learners, Homeless, and Students with Disabilities

Bloomington High School

Academic Performance:

English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Conditions & Climate:

Suspension Rate: Homeless, Students with Disabilities and White

Outcomes Related to a Broad Course of Study

College/Career: English Learners, Students with Disabilities

Colton High School

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Academic Engagement:

Graduation Rate: English Learners, Homeless, and Students with Disabilities

Conditions & Climate:

Suspension Rate: African American

Outcomes Related to a Broad Course of Study:

College/Career: Students with Disabilities

Grand Terrace High School

Academic Performance:

English Language Arts: African American

Mathematics: African American

Conditions & Climate:

Suspension Rate: Homeless, and Students with Disabilities

Outcomes Related to a Broad Course of Study:

College/Career: Students with Disabilities

Slover Mountain Continuation High School

Academic Performance:

English Language Arts: Hispanic and Socioeconomically Disadvantaged

Mathematics: Hispanic and Socioeconomically Disadvantaged

Conditions & Climate:

Suspension Rate: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Outcomes Related to a Broad Course of Study:

College/Career (Very Low): English Learners, Hispanic, and Socioeconomically Disadvantaged

CJUSD continues to use improvement science models to support improvements in systems and instruction across the district which has resulted in growth in district Dashboard data in all categories. CJUSD has developed a Professional Learning Framework and continues to work with the National Center on Education and the Economy and San Bernardino County Superintendent of Schools to support this work.

CJUSD planned a focus on the academic indicators of English Language Arts and Mathematics as a whole and specifically with English Learners as these continue to be areas for continued growth and improvement. Our end-year local data for Elementary using i-Ready grades K-6 showed maintained growth in the number of students at grade level in Reading at 35% which is equal to last year. Our MAPS data for secondary in Reading show a growth score decrease in 7th grade from 31.7% to 29.1% a decrease in 8th grade from 42.1% to 39.2% a small decrease in 9th grade from 42.6% to 42.0%, an increase in 10th grade from 39.2% to 40.2% and an increase in 11th Grade from 42.3% to 44.4% this year. A focus is being placed on improving the performance of English Learners (ELs) through a focus on lesson planning using ELD and integrated content objectives, in-class support for teachers, and administrator walkthroughs providing feedback to teachers to support first best instructional practices.

Our local data for Elementary using i-Ready showed an overall growth in the number of students at grade level in Math increasing from 27% to 29%. Our MAPS data for secondary in Math show Growth scores decreasing from 38.8% to 37.9% in 7th grade, 54.9% to 47.3% decrease in 8th grade, 55.1% to 53.2% increase in 9th grade, 50.4% to 49.1 decrease in 10th grade, and 53.2% to 53.3 increase in 11th grade. Secondary math teachers are in their 2nd year of using an instructional focus called building thinking classrooms and updated Illustrative Mathematics curriculum to support student engagement in instruction and a focus on building skills through collaborative conversations in classrooms.

The CJUSD Dashboard Suspension rate Declined 1% lower than the previous year. The hiring of clinical therapists, focus on PBIS, administrative supports, and the hiring of learning specialists at some sites as well as continued increase in the number of wellness centers across our campuses being implemented are showing improvements. Wellness center visits continued to be effective as a response to the needs for social emotional intervention and mental health awareness needs that occur throughout the year at school sites.

Our Graduation Rate increased 1.3% from the previous year as we were successful in implementing many interventions to increase the rate. We rebranded Mission 220 into Mission 220 and Beyond, an intervention plan focused on providing support for students starting with discussions and exploration in 7th and 8th grades with a focus on high school graduation and 9th through 12th grades with courses and interventions so students could gain more credits to graduate on time.

Another area of continued focus and growth has been in English Learner Progress where we continue to focus on the areas listed above with ELA as well as supporting newcomer students and EL parents with an emphasis on support in classroom walkthroughs, professional learning, secondary newcomer classes, counseling, mental health, and parent workshops to support student growth.

Chronic Absenteeism declined 11.4% across the district during 2023-24. Steps taken to successfully decrease Chronic Absenteeism included a yearlong theme to promote attendance through the District's social media page using the hashtag #ShowUpCJUSD. Increased spending also went towards providing student incentives. In grades TK – 8th all schools participated in class competitions for September Attendance Awareness, individual student Attendance Incentives for winter, and in High School a yearlong recognition program of Tomorrow's Leaders.

Give Back Academy, a mentoring program that worked with about 205 At Promise Middle School and High School students, focused on increasing attendance, increasing knowledge of and use of resources, increasing graduation rates and decreasing behavioral incidents for students. Give Back Academy also served as a mentoring program for students experiencing homelessness and who are in foster care. Parent Workshops in English and Spanish were provided at 14 school sites to emphasize the importance of attendance and increase parent engagement. The workshops also aimed to raise awareness of the school system and how parents can support their students' academic success. Foster parents, parents experiencing homelessness, and any other interested parent were encouraged to attend, along with participants in the Give Back Academy.

A major factor in decreasing chronic absenteeism was the implementation of Short-Term Independent Study contracts, resulting in the recovery of over 5,000 school days. Furthermore, 15,193 students participated in Saturday School Academies, each recovering one day of absence through a four-hour session, which positively impacted ADA. The efforts of Student Services/Child Welfare and Attendance, including increased Home Visits, SARTs/SARBs, school presentations, trainings, and parent/student communication, also played a crucial role in lowering the district's chronic absenteeism rate.

Learning Recovery Emergency Block Grant (LREGB)

Overview
Colton Joint Unified School District has $10 million of unexpended LREGB funds which will be used to support the actions in Goal 10 of the LCAP over the next few years.

CJUSD conducted a comprehensive needs assessment to identify areas requiring targeted support that were within the allowable uses of funds for LREGB. This assessment incorporated data from the 2024 California Dashboard—specifically in English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension—along with insights from educational partners and local assessment data. Based on this analysis, CJUSD identified key priorities for the allocation of Learning Recovery Emergency Block Grant (LREBG) funds. The resulting initiatives are strategically designed to enhance student academic performance, support socioemotional well-being, and improve overall attendance.

Action 10.1: Counseling and Mental Health Programs and Supports
One of CJUSD's primary initiatives focuses on the expansion of counseling and mental health supports. This effort includes the integration of secondary counselors to create safer, more supportive learning environments.

Research consistently demonstrates the value of social and emotional learning (SEL) programs, which positively impact a wide array of student outcomes. These include improved SEL competencies, more positive attitudes, enhanced prosocial behavior, stronger academic performance, and reduced behavioral and emotional issues (Durlak et al., 2022). Counselors will actively support the implementation of Positive Behavioral Interventions and Supports (PBIS) and contribute to improved student attendance. These items fall within the Integrated Pupil and Staff Supports in the LREBG allowable uses of funds.

Action 10.2 English Learner, Literacy, and Mathematics Support
The second key initiative, "Literacy and Math Support," aims to enhance Tier 1 instruction in English Language Arts and Mathematics through data-driven practices, targeted progress monitoring, and a focus on first-best instructional practices.

To support this goal, Literacy Teachers on Assignment will serve selected elementary schools by coaching classroom teachers, modeling effective instructional strategies, and facilitating data analysis aligned with the district's Professional Learning Framework. Additionally, English Learner Specialists at each school site will work with teachers to implement research-based strategies that promote English Learner progress.

Evidence suggests that impactful changes in teacher practice—and corresponding improvements in student outcomes—occur when professional development is content-focused, incorporates active learning, encourages collaboration, models effective practices, includes coaching, and is sustained over time (Darling-Hammond, Hyler, & Gardner, 2017).

Moreover, the strategic use of data is vital in improving instruction, monitoring attendance, and elevating student achievement. CJUSD will utilize data platforms and structured review processes to ensure access to meaningful and actionable data. A dedicated Data Quality Specialist will assist in organizing and interpreting this information to support continuous instructional improvement, particularly for English Learners. Research affirms the importance of data-driven decision-making as a fundamental practice in educational improvement (Martinez,

2021). These items fall within the Professional Development and Accelerating Learning Progress categories in the LREBG allowable uses of funds.

10.3 Credit Recovery

Credit recovery programs are designed to support high school students who have failed courses by providing them with opportunities to retake those courses and earn the necessary credits for graduation. Increasingly, these programs utilize online platforms to deliver instruction, offering flexibility and accessibility for students at risk of falling behind. Research has examined the effectiveness of online credit recovery. Notably, Wyatt (2017) found that school divisions implementing online credit recovery programs experienced improvements in on-time graduation rates, suggesting that these programs can play a valuable role in helping students stay on track academically. The success of these programs depends on thoughtful implementation, including instructional design, student engagement strategies, and ongoing support. This item falls within the Accelerating Learning Progress category in the LREBG allowable uses of funds.

Conclusion

By strategically directing LREBG funds to these evidence-based initiatives, CJUSD is addressing critical needs identified through its comprehensive needs assessment. These programs are expected to produce long-term benefits for student academic achievement and socioemotional well-being, particularly for students facing the greatest challenges. Grounded in research and best practices, CJUSD's approach underscores its commitment to equity and excellence for all learners.

The LREBG is identified as Goal 10 with included metrics and actions in our LCAP below.

Reflections: Technical Assistance

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

Colton Joint Unified School District (CJUSD) qualifies for Differentiated Assistance based on 2024 California Schools Dashboard data, which highlights areas of need among English Learners, Students with Disabilities, Foster Youth, and African American students. District leaders, in collaboration with the San Bernardino County Superintendent of Schools (SBCSS), are using a data-driven process to identify root causes and implement targeted action plans to support Students with Disabilities and African American students.

English Learners
English Learners were identified for Differentiated Assistance due to low performance in English Language Arts (-85.8 DFS), Mathematics (-114.8 DFS), and the College and Career Indicator (11.5% prepared). To address this, CJUSD continues to implement strategic actions, including focused lesson planning, increased use of instructional walkthrough tools, and feedback loops centered on student engagement and instructional strategies. Student voice interviews were conducted to gain deeper insight into the school experiences and academic needs of English Learners. The district is committed to sharing these findings with all staff to ensure a collective understanding and support of this student group's needs**.**This work is supported by actions in the LCAP under Goal 1 (Actions 1–5, 11, 16), Goal 2 (Actions 1–2, 4, 14, 18, 23), Goal 3 (Actions 1, 5, 9), and Goal 4 (Actions 1, 5).

Students with Disabilities (SWD)
Students with Disabilities were identified for Differentiated Assistance in ELA (-132.7 DFS), Math (-159.4 DFS), the College and Career indicator (4.7% prepared), Graduation Rate (75.3%) and Suspension Rate (7%). In response, CJUSD is focused on improving site-level communication of academic data, integrating goals and actions into SPSAs, and conducting student voice interviews to better understand the barriers and supports needed. Specific LCAP actions tied to this work are found in Goal 1 (Actions 10, 14, 16), Goal 2 (Actions 1–4, 11–14, 18), Goal 3 (Actions 1, 5, 9), and Goal 4 (Actions 1, 3).

African American Students
African American students were identified based on outcomes in ELA (-69.8 DFS), Math (-106.5 DFS), and suspension rates (9.4%). In response, the district has prioritized student voice and staff engagement. Efforts include sharing and discussing student voice findings, surveying staff beliefs about African American student achievement, and updating the African American Action Plan in collaboration with the Equity Taskforce. These efforts are anchored in Actions 2.25 and Goal 7 of the LCAP.

Foster Youth
Foster Youth also showed significant needs in ELA (-89.7 DFS), Math (-117.2 DFS), and suspension rates (9.6%). Technical assistance efforts include improved communication of academic data at school sites, creation of site-specific SPSA goals and action steps, and ongoing monitoring of academic progress. These actions are supported by LCAP Actions 2.5 and 2.7.

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.

One CJUSD school has been identified for Comprehensive School and Improvement.

Low performing schools: Slover Mountain High 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.

CJUSD has actively supported its eligible schools identified for Comprehensive Support and Improvement (CSI) by engaging in collaborative and data-driven planning processes. Upon notification of a school's CSI status, district leaders met with the Slover principal to review the criteria for identification, clarify state and federal requirements, and discuss steps needed to exit CSI status.

At Slover Mountain High School, district office administrators and secondary curriculum program specialists facilitated multiple sessions with the school's teaching and support staff on a comprehensive needs assessment. Together, they conducted an in-depth analysis of multiple data points, including current and prior MAP scores, CAASPP results in English Language Arts and mathematics, ELPAC data, attendance and suspension rates, student grade reports, school climate surveys, and student forum feedback. These reviews were used to identify root causes of underperformance, resource inequities, and targeted areas for improvement.

Staff were grouped by areas of prioritized need—ELA, math, science, attendance, behavior, school climate, and graduation—to complete a comprehensive needs assessment. Through this comprehensive needs assessment, the staff identified multiple resource inequities including:

Teaching Quality - the needs assessment identified inequities in teacher support, particularly for novice teachers. Slover currently lacks a structured mentor program and provides limited collaborative planning opportunities. New teachers would benefit from substitute coverage allowing them to observe veteran teachers. Additionally, the distribution of teaching talent doesn't adequately address varying student needs—higher-performing students often receive standardized instruction without appropriate challenge, while struggling students may not have sufficient access to the most experienced educators.

Curriculum and Instruction - Slover faces limitations in providing empowering, grade-level content. The academic word banks and RACES strategies need enhancement, and Slover lacks advanced, and remedial coursework options. The alignment between grades and assessment

outcomes remains unclear. The six-week quarter system prioritizes credit acquisition over mastery learning, challenging the staff's ability to provide differentiated instruction and meet high-priority academic needs.

Intervention Systems - early intervention resources are insufficient, with gaps in after-school tutoring—particularly the absence of an ELA teacher for these programs. The ability to provide targeted support depends on improved teacher clarity regarding higher-need areas and adjusted content addressing specific academic challenges.

After addressing resource inequities, staff prioritized improving instruction through evidence-based professional development. They chose QTEL and BTC to support the rigorous, standards-based teaching they felt was lacking in classrooms. ELA, history, and science teachers will receive coaching and collaborate with QTEL, while math teachers will work with a BTC-trained facilitator. Building on prior training, staff aim to implement these strategies consistently to strengthen Tier 1 instruction and boost student achievement.

To ensure the inclusion of all educational partners, parents have been involved through School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings. During these sessions, data was shared and input was gathered on strategies within the School Plan for Student Achievement (SPSA), including decisions to adjust or abandon actions as needed.

Monitoring and Evaluating Effectiveness

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

CJUSD will monitor the performance of evidence-based interventions through a structured, data-driven process. Academic data (MAP assessments, CAASPP scores, grades) and school climate data (attendance, suspension, expulsion) will be collected by the Educational and Student Services Divisions. Slover will review grades every six weeks and MAP results in September, December, and March to assess the effectiveness of the strategies and adjust . District staff from the Educational Services Division will support monthly progress meetings with school administrators and teachers to review data, assess progress toward SPSA benchmarks, and determine next steps. Findings are shared with educational partners, including SSC and ELAC, to guide adjustments and ensure alignment with student needs and the LCAP.

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

Staff members	Throughout the 2024–2025 school year, Local Control and Accountability Plan (LCAP) committee meetings were held in hybrid, virtual, or in-person formats, depending on the topic being discussed. The LCAP Steering Committee consists of a diverse group of educational partners, including certificated staff (elementary, secondary, and counselors), classified staff and their collective bargaining representatives, site principals (elementary and secondary), district administrators, and the district foster youth liaison. The Steering Committee convened on the following dates: September 12, 2024; October 3, 2024; October 24, 2024; November 7, 2024; January 9, 2025; January 23, 2025; February 20, 2025; April 24, 2025; and May 8, 2025. The LCAP Writing Committee met on April 17, 2025, and May 8, 2025. Members of the Steering Committee were responsible for communicating with their respective educational partner groups and collecting feedback, which was submitted via email (lcap_info@cjusd.net) and a Google form. To further engage educational partners, site principals presented the 2025–2026 LCAP proposal to all School Site Councils in May. The Special Education Local Plan Area (SELPA) Administrator was invited to participate in the Steering Committee meetings through a phone call at the beginning of the school year, followed by calendar invitations. In addition, an LCAP discussion was held on April 18, 2025 and the final draft was submitted to the SELPA administrator for review on May 29, 2025 and certified on June 5, 2025. At various meetings, the Steering Committee received an overview of the LCAP process and reviewed the contributions and feedback from the previous year's educational partners. Both the Steering and Parent Committees evaluated the effectiveness of current actions, services, and metrics. All educational partner groups were encouraged to provide suggestions regarding the use of LCAP funds, services, and recommendations. Based on the collected input, the LCAP Writing Committee developed the final list of actions and services to be funded through LCAP resources. To further broaden community input, the District conducted its annual LCAP survey from January 29, 2025, through March 12, 2025, in partnership with ThoughtExchange. The survey was distributed via email to staff and made available on the District's website and social media platforms. A total of 1,046 participants completed the survey. This tool served as an important avenue to increase engagement and offer an inclusive platform for educational partners who may not be able to participate through other means.

Students	To promote student voice and foster meaningful dialogue, in-person Student Forums were held at each high school during the first semester of the 2024–2025 school year. Forums took place at Bloomington High School (October 4, 2024), Colton High School (November 4, 2024), Grand Terrace High School (October 22, 2024), Slover Mountain High School (September 26, 2024), and Washington High School (September 17, 2024). Middle school forums were also conducted during the first semester at Colton Middle School (October 22, 2024), Joe Baca Middle School (October 14, 2024), Terrace Hills Middle School (December 2, 2024), and Ruth O. Harris Middle School (September 17, 2024). Each site selected a representative group of students to participate, including low-income students, English learners, and foster youth. During the forums, students shared their perspectives on academic and social experiences at their respective schools. These sessions served as valuable opportunities for students to voice concerns, offer suggestions, and engage directly with school and district leadership. The Superintendent's responses to student and other learning partner questions are posted on the district LCAP website. Students received the final draft of the LCAP on May 19, 2025. Additionally, the District's annual LCAP survey was administered from January 29, 2025, through March 12, 2025, in collaboration with ThoughtExchange. The survey was distributed via email to all students in grades 5 through 12 and was also accessible through the District's website and social media platforms. Students in grades 3 and 4 completed the survey with the support of their classroom teachers. A total of 4,923 student responses were received. The LCAP survey continues to serve as a key tool for gathering input from educational partners, particularly those who may be unable to engage through other formats. This process supports the District's commitment to inclusive participation and continuous improvement.

Equity Multiplier School	Between January 17, 2025, and April 23, 2025, each Equity Multiplier school—Cooley Ranch Elementary, Slover Mountain High School, Washington High School, and Wilson Elementary—engaged in collaborative efforts with their educational partners to support their identified student groups. Site teams shared Equity Multiplier information and conducted comprehensive reviews of both California School Dashboard and local data during meetings with School Site Councils (SSC), English Learner Advisory Committees (ELAC), leadership teams, and staff. African American students and Wilson Elementary were identified as an Equity Multiplier student group during 2024 -2025, however, they no longer meet the qualifications for the 2025 - 2026 school year. The goals will continue until all funds are expended.. Information and data relevant to this group were presented to families through African American Parent Advisory Council (AAPAC) meetings to ensure inclusive engagement and transparency. Throughout these sessions, educational partners analyzed performance data, identified priority needs, and collaboratively developed evidence-based actions to address them. Based on the identified needs, partners established targeted goals and selected services designed to support improved student outcomes. School sites partnered with the District's Educational Services Division to refine these actions and ensure alignment with research-based practices. Feedback from educational partners emphasized the need for a dedicated community liaison to enhance communication and connection between families and schools. Additionally, there was a strong call for expanded academic support, particularly in mathematics, to better meet the learning needs of students.

Family members/community	LCAP Parent Advisory Committee meetings were held in a hybrid format throughout the 2024–2025 school year to ensure accessibility and maximize participation. Meetings took place on September 9 and 10, October 28 and 29, January 27 and 28, and April 28 and 29, 2025. Spanish-language meetings were held in the morning, and English-language meetings were conducted in the evening to accommodate families' preferences and schedules. All parents and guardians across the district were invited to attend through the parent portal communication system and individual phone calls, including those of students who are low-income, English Learners, and Foster Youth. Targeted outreach was conducted to promote inclusive participation, with invitations distributed via ParentSquare (recorded messages), social media, district and school websites, and email communications. In addition, the District Foster Youth Liaison conducted outreach to foster families to encourage their engagement in the LCAP process, including both meetings and the annual survey. The proposed 2025–2026 LCAP was first shared with the Community Cabinet on April 30, 2025, followed by presentations to the District Parent Advisory Committee (DPAC) on May 1, 2025, and the District English Learner Advisory Committee (DELAC) on May 7, 2025. It was also reviewed at LCAP Parent Advisory meetings on April 28 and 29 and presented publicly at the Board of Education meeting on June 5, 2025. During each of these meetings, educational partners were encouraged to engage actively and provide feedback through various methods, including oral comments, chat, written posters, and post-meeting follow-up via email (lcap_info@cjusd.net). Structured activities were provided to facilitate participation and meaningful input. The Superintendent’s responses to questions raised during the engagement process were compiled and published on the District’s LCAP website to ensure transparency and follow-through. Additional input was gathered during site-level meetings such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parents representing district committees—including DELAC, the African American Parent Advisory Committee (AAPAC), and DPAC—were involved throughout the process, contributing to the development of goals, services, and actions. The LCAP Writing Committee utilized this input to refine and finalize the list of actions and services to be funded through LCAP resources. Educational partners also reviewed the overall LCAP process and reflected on the work completed by the prior year’s partners to assess the effectiveness of current strategies and recommend improvements.

	To further expand input opportunities, the District conducted its annual LCAP survey from January 29 through March 12, 2025, in partnership with ThoughtExchange. The survey was distributed to families via email and was also accessible on the District's website and social media. Recorded phone messages in both English and Spanish were sent to encourage participation. A total of 71 parents and guardians responded to the survey. This process provided an additional avenue for families to engage and share feedback, especially for those unable to attend scheduled meetings. The LCAP Mid-Year Supplement was reported to the Board of Education during their February 6, 2025 meeting. Additionally, the LCAP was formally presented during a public hearing on June 5, 2025, and was adopted by the Board of Education on June 17, 2025.

Insert or delete rows, as necessary.

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

The development of the 2025–2026 Local Control and Accountability Plan (LCAP) was significantly shaped from the feedback from educational partners, including students, parents/guardians, staff, and community educational partners. This inclusive input process was conducted through a variety of forums, including LCAP Parent Advisory and Steering Committee meetings, student forums, the District's annual survey, and committee meetings such as AAPAC, DELAC, and DPAC.

Parent and Community Input
During the LCAP Parent Advisory meetings held on October 28 and 29, 2024, families shared a range of priorities that shaped the final LCAP. Parents strongly supported the continuation of **dual immersion programs** (Goal 1.5) and emphasized the importance of **strong academic instruction** (Goal 2.16). In response, funding was maintained for these programs. Requests for **targeted academic support**, including Teachers on Assignment, were addressed in Goals 2.1, 2.4, 1.2, and 1.3. Families also called for **college and career readiness efforts**, including **dual enrollment**, **career pathways**, and **ROTC expansion**, which are reflected in Goals 1.5, 1.8, 1.11, 1.12, 1.15, and 2.22.

Feedback from families led to the inclusion of **parent engagement staff** and expansion of **parent workshops** (Goal 4 and Goal 4.1). Additionally, families advocated for **field trips** to expand students' exposure beyond the classroom (Goal 1.16), more **arts and music opportunities** in elementary school (Goals 1.13 and 1.14), and increased access to **books and reading support for English Learners** (Goals 1.2 and 1.3). Families also requested that **student voice**, particularly from empathy interviews, be incorporated into LCAP planning (Goal 2.25).

The African American Parent Advisory Council (AAPAC) advocated for increased **cultural responsiveness and anti-bias training** for staff to better support students from diverse backgrounds. These requests are addressed in Goal 2.25.

Student Voice
Students shared their feedback through forums and the LCAP survey, voicing a strong desire for meaningful **relationships with staff**, **safe**

and inclusive campuses, and greater **mental health support**. These insights are reflected in Goals 2.25, 3.1–3.4, and 3.5–3.8. Students also expressed interest in **career technical education (CTE)**, **financial literacy**, and **real-world learning opportunities**, which informed actions in Goals 1.7–1.10. They advocated for more **engaging instruction** (Goal 2.16), better **sports equipment and extracurricular access** (Goals 2.7, 2.25), and the continuation of beneficial programs like **AVID** (Goal 1.11). The need for **cleaner facilities**, **healthier food**, and **enriching extracurricular activities** was also clearly stated and influenced multiple district initiatives.

Equity Multiplier School Feedback
Equity Multiplier school sites engaged with their educational partners through data reviews and planning sessions. For instance, **Slover Mountain High School** identified positive trends in student outcomes following the implementation of the Wellness Center (Goal, 5.3), Intervention Support (Goal 5.1) , and the Community Liaison role (Goal 5.2). Based on student and staff input, a new **science lab** (Goal 5.4)will be developed to increase hands-on learning opportunities (Goal 5.4). At **Washington High School**, partners supported the continuation of **family engagement (Goal 6.2) and staff support (Goal 6.4 and 6.5)**, while choosing to discontinue the **Learning Specialist** role (Goal 6.3)).

At **Wilson Elementary**, data from i-Ready showed strong academic gains in the majority of grade levels, supporting the continued use of Teachers on Assignment. Based on partner recommendations, the school will balance intervention groups in both math and language arts in the upcoming year (Goal 8.1).

Feedback from the African American student group further informed Goal 7.1, emphasizing the need for greater **representation**, **cultural visibility**, **targeted curriculum**, and **mental health support**. Partners also called for improved execution of **Black History Month** and increased exposure to **cultural and career events**.

At Cooley Ranch Elementary, staff collaborated with district and site administrators to develop their equity multiplier plan through a comprehensive needs assessment. Data analysis revealed key areas for improvement, including increasing parent engagement (Goal 9.1), reducing behavior incidents to support instruction (Goal 9.4), raising ELA and math achievement (Goals 9.2 and 9.3), and providing greater academic rigor for high-achieving students (Goals 9.2 and 9.3).

Districtwide Survey Responses
The 2025 LCAP survey responses reaffirmed themes shared across meetings. Parents and students emphasized the need for **healthier food options**, **clean and functional facilities**, **technology and book access**, and **filtered water**. Respondents called for increased **academic tutoring**, **mental health services**, and **equitable treatment** across all student groups. These insights were integrated across multiple LCAP goals and informed both site-level and districtwide decision-making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Equitable Access for ALL.** Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

CJUSD established the Equitable Access for ALL goal with a dedicated focus on ensuring equity across specialized programs and specific student sub-groups. This initiative emphasizes the detailed review and analysis of data for all student cohorts to guarantee equitable representation throughout the district's specialized programs and academic domains. By identifying and addressing any disparities, we can develop targeted action plans that hone in on areas where inequities exist, facilitating a detailed examination of student achievement areas. Through an emphasis on improving these metrics, we are committed to fostering increased student achievement and expanding access to programs, thus advancing our overarching goal of Equitable Access for ALL students.

The Equity goal focuses on providing programs, services, and equitable resources to our low income, foster youth, and English Learner students across the district supporting courses and programs that promote student engagement and enrichment, academic interventions and support to close the achievement gap and keep students engaged in learning. Eighty-three percent of 4923 students who completed the LCAP Survey expressed support for their ability to access courses. Many of these courses are supported through the LCAP and they felt they were needed to graduate and move on to a college/career.

Dashboard data in English and Math were reviewed and showed growth but still indicate the need to support all students -50.2 points distance from standard (dfs) ELA and -88.5 points dfs Math compared to our low income (-55.5 points dfs ELA, -93.2 points dfs Math) Foster Youth (-89.7 points dfs, -117.2 points dfs Math) and English Learners (-85.8 points dfs ELA, -114.8 points dfs Math). Our College/Career indicator also shows the need to support all students in working towards a-g completion (All 31.1%, EL 11.5%, Low Income 29.8%) and an increase in Seniors completing Career Pathways (All 20.1%, EL 9.3%, low income 19.6%).

In addition, two metrics (M1.20 and M1.21) were added to this equity goal to support student access to instructional materials through Williams inspection reporting at assigned schools and adequate facilities in good repair as a result of the San Bernardino County Williams Inspections.

Based on requests for academic, co-curricular and extra-curricular activities from our students, parents, classified and certificated staff and administrators in our LCAP meetings and through the annual LCAP survey, the following programs were requested to continue and to improve access to our students:

-English Learner Support

-Career Technical Education

-Special Education

-AVID

-GATE

-Access to Libraries

-Visual & Performing Arts

-Enrichment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	English Learner Reclassification Rates as measured by the district SIS. Local Metric State Priority: 4	All: (K-12): 13.5% (2022-23) LTEL: 25% (2022-23) DI EL's (K-8): 11.0% (2022-23) Non DI (K-8): 10.0% (2022-23)	All: (K-12): 14% (2023-24) LTEL: 13% (2023-24) DI EL's (K-8): 4.0% (2023-24) Non DI (K-8): 1% (2023-24)	Available in 2026-27 LCAP	All: 16.5% LTEL's: 30% DI EL's: 15% Non DI: 14%	All: (K-12): +0.5% (2023-24) LTEL: -12% (2023-24) DI EL's (K-8): -7.0% (2023-24) Non DI (K-8): -9% (2023-24)

M1.2	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 District Level	All: 46.8% LTEL: 41% (2023)	All: 48.2% LTEL: 46.8% (2024)	Available in 2026-27 LCAP	All: 52.8% LTEL: 48%	All: +1.4% LTEL: +5.8% (2024)
M1.3	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 School Level	Elementary **D'Arcy** 30% making progress **Sycamore Hills** 42.7% making progress Middle **Joe Baca MS** 40.9 % making progress **Terrace Hills** 39% making progress (2023)	Elementary **D'Arcy** 60.8% making progress **Sycamore Hills** 40.6% making progress Middle **Joe Baca MS** 52.1% making progress **Terrace Hills** 55.7% making progress (2024)	Available in 2026-27 LCAP	Elementary **D'Arcy** 45% making progress **Sycamore Hills** 50.7% making progress Middle **Baca MS** 46.9% making progress **Terrace Hills** 45% making progress	Elementary **D'Arcy** +30.8% making progress **Sycamore Hills** -2.1% making progress Middle **Joe Baca MS** +11.2% making progress **Terrace Hills** +16.7% making progress (2024)
M1.4	Percentage of monitoring forms completed in Ellevation for struggling students. Local Metric State Priority: 4	Elementary: 99% Secondary: 99% (2025)	Elementary: 99% Secondary: 99% (2025)	Available in 2026-27 LCAP	Elementary: >98% Secondary: >98%	N/A

M1.5	Percentage of Special Education students in <40% general education from CDE Data Quest. State Priority 4, 7, 8	All: 18% (Fall 2023) MS: 12% (Fall 2023)	All 18.4% (Fall 2024) MS: 11.6%	Available in 2026-27 LCAP	All: 15% MS: 10%	Available in April All: +0.4% MS: -0.4%
M1.6	Percent of Students in combined 4 and 5 year graduation rate who completed at least one CTE Pathway with a grade of C- or better in the capstone course as measured by CA Dashboard. State Priority: 4	All: 17.3% EL: 8.4% SED: 16.6% FY: 25.0% SWD: 8.1% AA: 13.3% (2023) LTEL: 11.4% (2024)	All: 20.1% EL: 9.3% SED: 19.6% FY: 7.1% SWD: 14.2% AA: 9.9% LTEL: 11.4% (2024)	Available in 2026-27 LCAP	All: 25.0% EL: 17% SED: 24.5% FY: 25.0% SWD: 14.4% AA: 23.0% LTEL: 13.0%	All: +2.8% EL: +0.9% SED: +3.0% FY: -17.9% SWD: 6.1% AA: -3.4% LTEL: N/A (2024)
M1.7	Percentage of students who have completed both A-G requirements and CTE Programs as measured by the CA Dashboard. State Priority: 4	All: 7.1% EL: 1.7% SED: 6.2% FY: 16.7% SWD: 1.6% AA: 5.0% (2023) LTEL: 3.0% (2024)	All: 6.6% EL: 2.2% SED: 6.0% FY: 0.0% SWD: 0.9% AA: 1.4% LTEL: 3.0% (2024)	Available in 2026-27 LCAP	All: 15.0%% EL: 11.0% SED: 14.0% FY: 17.0% SWD: 11% AA: 13.0% LTEL: 5.0%	All: -0.5% EL: +0.5% SED: -0.2% FY: -16.7% SWD: -0.7% AA: -3.6% LTEL: N/A (2024)

M1.8	Percentage of CTE students who feel their work-based learning experiences contributed to increased motivation and engagement in their career pathway on the CTE Student Survey. Local Metric State Priority: 4, 5, 7	All: 79% (2025 LCAP Survey)	All: 79% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: >83%	N/A
M1.9	Percentage of teachers who indicate CTE/LL professional development sessions supported their instructional practices for English Learners, LTELs, low-income, and foster youth students based on CTE PL Survey feedback. Local Metric State Priority: 2, 4, 8	All: 67% (2025 CTE PD Survey)	All: 67% (2025 CTE PD Survey)	Available in 2026-27 LCAP	All: 70%	N/A

M1.10	Percentage of CTE students who feel materials, equipment, and supplies provided in their CTE classes provide critical skills needed in their career pathway on the CTE Student Survey. Local Metric State Priority: 4, 5, 8, 9	All: 82% (2025 LCAP Survey)	All: 82% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: >85%	N/A
M1.11	Percentage of students who have successfully completed A-G requirements as reported by the CA Dashboard. State Priority: 4	All: 25.9% EL: 9.2% SED: 24.5% FY: 33.3% HY: 19.9% SWD: 4.3% AA: 23.3% AVID: 73.17% (2023) LTEL: 12.6% (2024)	All: 27.8% EL: 11.0% SED: 26.0% FY: 7.1% HY: 19.7% SWD: 4.1% AA: 16.9% AVID: 82% LTEL: 12.6% (2024)	Available in 2026-27 LCAP	All: 35.5% EL: 25.2% SED: 34.5% FY: 35.5% HY: 31.9% SWD: 19.3% AA: 35.5% AVID: 85.0% LTEL: 13.6%	All: +1.9% EL: +% SED: +1.5% FY: -26.2% HY: -0.2% SWD: -0.2% AA: -6.4% AVID: +8.83% LTEL: N/A (2024)

M1.12	Percentage of students passing AP exams with a 3 or higher as measured by College Board. State Priority: 4	All: 35% BHS: 48% CHS: 32% GTHS: 30% AVID: 43.9% EL: 53% SED: 39% SWD: 40% AA: 32% (2023)	All: 36% BHS: 51.6% CHS: 26.9% GTHS: 40.0% AVID: 37.0% EL: 58.3% SED: 38.4% SWD: 17.7% AA: 36.1% (2024)	Available in 2026-27 LCAP	CJUSD: 38% BHS: 51% CHS: 34% GTHS: 41% AVID: 43.9% EL: 53% SED: 42% SWD: 41% AA: 36%	All: +1.0% BHS: +3.6% CHS: -5.1% GTHS: +10.0% AVID: -6.9% EL: +5.3% SED: -0.6% SWD: -22.3% AA: +4.1% (2024)
M1.13	Percentage of students prepared on the College & Career Indicator on the CA School Dashboard. District Level State Priority: 8	All: 26.9% EL: 9.9% SED: 25.8% HY: 19.7% SWD: 3.9% AA: 10.5% (2023) LTEL: 11.8% (2024)	All: 31.1% EL: 11.5% SED: 29.8% HY: 21.2% SWD: 4.7% AA: 16.9% LTEL: 11.8% (2024)	Available in 2026-27 LCAP	All: 35.9% EL: 22% SED: 34.8% HY: 27.7% SWD: 20% AA: 25% LTEL: 13.8%	All: +4.2% EL: +1.6% SED: +4.0% HY: +1.5% SWD: +0.8% AA: +6.4% LTEL: N/A (2024)

M1.14	Percentage of students prepared on the College & Career Indicator on the CA School Dashboard. School Level State Priority: 8	**Bloomington** EL 8.9% SWD 6.8% **Colton HS** SWD 2.2% **Grand Terrace** SWD 7% **Slover Mountain** All .6% EL 0% LI .6% HI .7% (2023)	**Bloomington** EL 9.2 SWD 3.6% **Colton HS** SWD 8.1% **Grand Terrace** SWD 4.4% **Slover Mountain** All 1.6% EL 0% LI 1.6% HI 1.7% (2024)	Available in 2026-27 LCAP	**Bloomington** EL 14% SWD 12% **Colton HS** SWD 32.2% **Grand Terrace** SWD 22% **Slover Mountain** All 1.5% EL .9% LI 1.5% HI 1.6%	**Bloomington** EL +0.3 SWD -3.2% **Colton HS** SWD +5.9% **Grand Terrace** SWD -2.6% **Slover Mountain** All +1.0% EL 0% LI +1.0% HI +1.0% (2024)
M1.15	Maintain determination of standard met on the CA Dashboard Local Indicator 7: Access to a Broad Course of Study State Priority: 7	Standard Met (2023)	Standard Met (2024)	Available in 2026-27 LCAP	Standard Met	Maintain

M1.16	Percent of survey respondents who feel students have access to a comprehensive course of study including programs and services developed and provided to unduplicated students and students with exceptional needs on the LCAP Student Survey and Local Indicator 7 Survey. Local Metric State Priority: 7	LCAP Student Survey All : 82% (2024) LCAP Student Survey BHS: 82% CHS: 80% GTHS: 85% CMS: 77% JBMS: 80% RHMS: 83% THMS: 82% SMHS: 87% WHS: 81%	LCAP Student Survey All: 83% (2025) LCAP Student Survey BHS: 84% CHS: 86% GTHS: 82% CMS: 80% JBMS: 81% RHMS: 80% THMS: 81% SMHS: 87% WHS: 75%	Available in 2026-27 LCAP	LCAP Student Survey All : 85% LCAP Student Survey BHS: 85% CHS: 83% GTHS: 85% CMS: 81% JBMS: 84% RHMS: 85% THMS: 85% SMHS: 87% WHS: 84%	LCAP Student Survey All: +1% (2025) LCAP Student Survey BHS: +2% CHS: +6% GTHS: -3% CMS: +3% JBMS: +1% RHMS: -3% THMS: -1% SMHS: +/-0% WHS: -6%
M1.17	Survey percentage of students who believe participation in intramural athletics helped them to be more successful in school based on the LCAP Student Survey Local Metric State Priority: 4,7, 8	All: 54% (2025 LCAP Survey)	All: 54% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: 60%	N/A

M1.18	Pacing guide completion within current adoptions supporting student access to standards aligned instructional materials including ELD standards in courses based on CJUSD course handbooks/outlines data. Local Metric State Priority: 1, 2, 7, 8	MS: 82% (2024) HS: 94% (2024)	MS: 81% (2025) HS: 92% (2025)	Available in 2026-27 LCAP	MS: 85% HS: >95%	MS: -1% HS: -2%
M1.19	Maintain determination of standard met on the CA Dashboard Local Indicator 2: Implementation of Academic Standards State Priority: 2	Standard Met (2023)	Standard Met (2024)	Available in 2026-27 LCAP	Standard Met	Maintain

M1.20	Zero Instructional Materials findings on San Bernardino County Superintendent of Schools Annual Williams Inspection report supporting student access to standards aligned instructional materials and courses. State Priority: 1	Zero Findings (2023-24)	Zero Findings (2024-25)	Available in 2026-27 LCAP	Zero Findings	Maintain
M1.21	Zero School facilities findings on the San Bernardino County Superintendent of Schools Annual Williams Inspection report. State Priority: 1	Zero Findings (2023-24)	Six Findings (2024-25)	Available in 2026-27 LCAP	Zero Findings	+Six Findings

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

-1. English Learner Supports (Actions 1-4, 6): The overall implementation of English Learner (EL) support actions aligned closely with the original plan, with no substantive differences aside from staffing challenges. The Language Assessment Center successfully maintained its team to conduct initial and annual testing for ELs and Long-Term English Learners (LTELs), ensuring appropriate placement and tracking progress toward language proficiency goals. Language Support Services staff, including the Director, clerical support, and Curriculum

Program Specialists, provided essential oversight, staff development, and academic interventions, directly contributing to improved instructional strategies and differentiated support for EL students.

Notable successes included enhanced teacher lesson planning, increased principal engagement in differentiation strategies, and the integration of effective feedback mechanisms during classroom walkthroughs. Additionally, the Multilingual Summer Institute strengthened differentiation practices, and EL student achievement improved in all measured categories on the CA Dashboard. However, challenges were encountered in hiring and retaining bilingual instructional assistants and managing staff turnover within Language Support Services. While administrators made progress in conducting walkthroughs, meeting the required number remained a challenge. Despite these obstacles, implementation remained consistent with planned actions, ensuring ongoing support for EL students across the district.

-2. Dual Immersion (Action 5): The implementation of the English Learner Support – Dual Immersion action was carried out as planned, with no substantive differences between the planned and actual implementation. The district successfully provided Dual Immersion teachers, teacher stipends, and instructional materials to support the expansion and continuation of dual immersion programs. Key successes include the addition of Zimmerman Elementary as a new dual immersion elementary school in the 2024-25 school year and the continued progress of three schools now in their second year of implementation. Additionally, transitional kindergarten (TK) was added to all dual immersion schools, further strengthening early bilingual education. A continued focus on teacher training has supported instructional quality and program sustainability. Overall, the implementation proceeded as expected, with no significant challenges encountered.

-3 Career Technical Education (Actions 7-10): The implementation of Career Technical Education/Linked Learning (CTE/LL) initiatives proceeded largely as planned, with the district successfully providing instructional materials, equipment, and supplies to support all CTE pathways. Key successes included improved College and Career Indicator (CCI) scores, an increase in students completing CTE pathways, and the launch of a successful district-wide student internship program. Additionally, Grand Terrace High School (GTHS) received recognition as a Project Lead the Way Distinguished School, reflecting the strength of its engineering programming. Community partnerships continued to grow, further enhancing work-based learning opportunities for students. A notable challenge in implementation was ensuring sufficient professional development for CTE teachers. While teachers received training in English learner strategies and differentiated instruction, additional support for CTE-specific professional development remains an area for further focus. Despite this challenge, the overall implementation was successful in advancing student readiness for college and career pathways.

-4. Advancement Via Individual Determination (AVID): Site Teacher and Student Support (Action 11): The implementation of the AVID Site Teacher & Student Support initiative was carried out as planned, with no substantive differences between the planned actions and actual implementation. The district successfully provided AVID teachers, tutors, field trips, and instructional materials to support low-income and English learner students in AVID classrooms, ensuring their academic success and college and career readiness. Notable successes include 82% of AVID seniors completing their a-g requirements, significantly exceeding the 27.8% completion rate for all seniors. Additionally, district funding provided opportunities for juniors to participate in a spring break field trip to several University of California (UC) campuses, further reinforcing college aspirations. Moreover, Bloomington High School (BHS) and Colton High School (CHS) were revalidated as AVID Demonstration Schools, highlighting the effectiveness of the program. A challenge encountered during implementation was hiring enough AVID tutors to fully support students. Despite this, the overall implementation was successful, and the program continues to provide meaningful academic and college-preparatory support to students.

-5. AP Testing Support (Action 12): The action was implemented successfully to provide a positive testing environment for students during AP Exams. Metrics for AP testing improved from 35 to 36 percent. There were no challenges to implementing this action.

-6. VAPA (Actions 13 and 14): The implementation of the Visual and Performing Arts (VAPA) initiatives was carried out as planned, with no substantive differences between the planned actions and actual implementation. The district successfully provided VAPA teachers, as well as support stipends and instructional materials to enhance access to co-curricular activities. Additionally, equitable materials and supplies, including musical instruments and sheet music, were distributed to support both elementary and secondary VAPA programs. The newly appointed program manager has been instrumental in implementing the District ARTS Plan, which is now in its second year. Key successes include the expansion of enrichment, band, and music programs at all levels, resulting in a more comprehensive and district-wide VAPA program. The second year of the ARTS Plan implementation has further strengthened arts education, ensuring greater access and opportunities for students. The only challenge encountered was the need to hire a teacher mid-year, which required adjustments to maintain program continuity.

-7. Co-Curricular and Extracurricular Activities (Actions 15-17): The implementation of NJROTC support, student field trips, and middle school/alternative education intramural athletics proceeded as planned, with all actions successfully carried out. Bloomington and Colton High Schools utilized NJROTC funds for competitions and field trips, enhancing student participation in co-curricular activities. School sites provided a variety of field trips, ensuring that low-income, English learner, and foster youth students had meaningful learning experiences beyond the classroom. Additionally, intramural athletics were implemented at all middle schools and Slover Mountain High School, expanding extracurricular opportunities and promoting positive student engagement. The primary challenge encountered was encouraging school sites to fully utilize their allocated funding.

-8. Secondary Elective Textbooks (Action 18): This action was implemented successfully as planned with no challenges. Ethnic Studies, currently an elective, AP texts, psychology and world language textbooks were updated and implemented.

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 Equitable Access For All there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 1 Action 5: This action was over-budget due to increased cost of our I-Station licenses and increased cost of dual immersion materials due to an additional grade-level at TK and 3rd Grade.

Goal 1 Action 7: CTE Pathway support was under-budget as we were able to use other funding sources for some field trips and student competitions.

Goal 1 Action 9: CTE Professional development was under-budget due to required EL professional development which was funded differently and resulted in several days out of the classroom.

Goal 1 Action 14: Visual and Performing Arts was under-budget due the availability of one time funds to provide for similar expenses.

Goal 1 Action 15: NJROTC Support was under-budget due to the availability of one time funds to provide for similar expenses.

Goal 1 Action 16: Student Field Trips were under-budget due to other funding sources used for field trips, lack of substitutes, and a transportation driver shortage at times during the school year.

Goal 1 Action 17: Middle School and Alternative Ed Intramurals was under-budget as equipment and salaries were maintained and a decrease in needs and therefore the program was sufficiently funded.

Goal 1 Action 18: Secondary Elective Textbooks was under-budget due to a limited number of elective course approvals which did not require textbook purchases.

Goal 1 Actions 1-4, 6, 8, and 10-14 did not have material differences in budgeted expenditures and estimated actual expenditures.

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

The effectiveness of the specific actions toward achieving Goal 1 which focuses on equitable access for all students, varied across the different actions during this first year of this LCAP cycle:

-1. English Learner Supports (Actions 1, 2 and 3):

Data for reclassification rates show an increase from 13.5% to 14% for the overall student group, indicating a positive trend. LTELs, showed a decrease from 25% to 13%. For ELPI data, there is an increase in the overall student group from 46.8% to 48.2%, and for LTELs, an increase from 41% to 46.8%, which is a positive indicator of progress. From the school site level D'Arcy Elementary improved 30.8% while Joe Baca Middle (+11.2%) and Terrace Hills Middle (+16.7%) had double digit increases as well. In addition, 99% of both elementary and secondary teachers completed the monitoring forms to support struggling EL students. While the overall improvements in ELPI suggest effectiveness of the actions, the drop in reclassification rates for LTELs indicates the need for targeted strategies that may be necessary to support LTELs effectively.

-2 English Learner Supports (Action 4 and 6):

Data for reclassification rates increased from 13.5% to 14%, showing improvement. LTELs experienced a decrease from 25% to 13%. District ELPI Data showed the overall district ELPI improved from 46.8% to 48.2%. LTELs showed improvement from 41% to 46.8%, indicating positive progress. School Site ELPI Data for Elementary showed D'Arcy with significant improvement from 30% to 60.8%, while Sycamore Hills saw a slight decrease from 42.7% to 40.6%. Joe Baca MS improved from 40.9% to 52.1%, and Terrace Hills improved from 39% to 55.7%. In addition, 99% of both elementary and secondary teachers completed the monitoring forms to support struggling EL students. Overall, the progress in district and some schools sites ELPI and reclassification rates show effectiveness of the actions, the decline in LTEL reclassification rates show suggests the need for adjustments to better support LTELs.

-3 English Learner Supports (Action 5):

Overall K-12 reclassification rates increased from 13.5% to 14%, indicating improvement. LTELs experienced a decrease from 25% to 13%. DI ELs (K-8) saw a decrease from 11% to 4%, and Non-DI (K-8) dropped from 10% to 1%. Although the overall rate for DI EL reclassification went down, the DI students show a 3% higher reclassification rate as compared to non DI students showing the effectiveness of the program. There is a decline in LTELs overall reclassification rate suggesting the need for adjustments to better support LTEL's.

-4 Career Technical Education (Actions 7-10):

Overall, there is an increase in the percentage of students completing a CTE Pathway with a grade of C- or better from 17.3% in 2023 to 20.1% in 2024. Most student groups showed improvement, except Foster Youth (FY), which decreased from 25.0% to 7.1%. The percentage of students completing both A-G requirements and CTE Programs slightly decreased from 7.1% to 6.6%. Decreases were also seen in FY and African American (AA) groups. The percentage of students prepared on the College & Career Indicator increased from 26.9% in 2023 to 31.1% in 2024. This indicates effective strategies in place. New baselines were set at 79%, 82%, and 67% for work-based learning experiences, materials, and teacher professional development surveys respectively, and future data will be necessary to assess their effectiveness. Overall, while progress is evident in many areas, disparities among specific student groups highlight the need for more tailored interventions. Current actions are partially effective, but adjustments are necessary, especially for Foster Youth and African American students.

-5 Advancement Via Individual Determination (AVID): Site Teacher and Student Support. (Action 11):

Overall, there is an increase in the percentage of students who have successfully completed A-G requirements from 25.9% in 2023 to 27.8% in 2024. This indicates a positive trend. The AVID group experienced substantial growth from 73.17% to 82%, highlighting the effectiveness of targeted interventions within this program. Foster Youth (FY) saw a decrease from 33.3% to 7.1%, and African American (AA) students faced a decline from 23.3% to 16.9%. The data indicates overall improvement in the College & Career Indicator, with the percentage of students prepared increasing from 26.9% in 2023 to 31.1% in 2024. Improvements were seen across various student groups, including English Learners (EL) and Socioeconomically Disadvantaged (SED), pointing to effective strategies in place for these populations. The data which assesses the College & Career Indicator by school, shows mixed results. Bloomington saw slight improvement among EL students, but a decrease for SWD. Colton HS presented a significant improvement for SWD from 2.2% to 8.1%, reflecting effective practices that could be modeled elsewhere. At Slover Mountain, while there was progress for "All" students from 0.6% to 1.6%, EL students remained at 0%. Overall, while progress is evident in some areas, disparities among specific student groups highlight the need for more tailored interventions. Current actions are partially effective, but adjustments are necessary, especially for Foster Youth and African American students, to ensure equitable outcomes.

-6. AP Testing Support (Action 12):

Overall, there is a slight increase in the percentage of all students passing AP exams, from 35% in 2023 to 36% in 2024. This indicates partial effectiveness overall. At Bloomington High School (BHS), there is a noticeable increase from 48% to 51.6%, suggesting effective strategies are in place there. Grand Terrace High School (GTHS) also saw a significant improvement from 30% to 40%. Colton High School (CHS) experienced a decline from 32% to 26.9%. For specific student groups, English Learners (EL) showed a notable improvement from 53% to 58.3%, highlighting effective support for this group. African American (AA) students also improved from 32% to 36.1%. AVID students saw a decrease from 43.9% to 37.0%, and Students with Disabilities (SWD) dropped from 40% to 17.7%. In summary, data shows partial effectiveness as there are positive trends in certain areas and for specific groups.

-7. Visual & Performing Arts (Actions 13-14):

The CA Dashboard Local Indicator 7 shows that the standard was met in both 2023 and 2024, indicating consistent access to a broad course of study. This suggests that there are effective strategies in place at a district level to maintain this access standard. Regarding the LCAP

Student Survey results, there is a slight overall increase in the percentage of respondents who feel students have access to a comprehensive course of study, from 82% in 2024 to 83% in 2025. This indicates a positive trend in perceptions of access to broad educational opportunities. School-specific data shows varied results. Notably, Colton High School (CHS) improved significantly from 80% to 86%, reflecting successful efforts to enhance course accessibility. Similarly, Bloomington High School (BHS) increased from 82% to 84%, Colton Middle School improved from 77% to 80%, Joe Baca Middle School from 80% to 81%, and Slover Mountain maintained at 87%. A few schools experienced a decline including Washington High School (WHS) from 81% to 75%, Grand Terrace High School from 85% to 82%, Ruth O'Harris Middle School from 83% to 80% and Terrace Hills Middle School from 82% to 81%. Overall, perceptions of access to a broad course of study are improving and effective but there are disparities among individual schools.

-8. NJROTC Support (Action 15):

The data from the LCAP Student Survey and Local Indicator 7 Survey indicates a positive trend in both Bloomington High School (BHS) and Colton High School (CHS). At BHS, the percentage of respondents who feel students have access to a comprehensive course of study increased from 82% in 2023 to 84% in 2024. Similarly, CHS saw a significant improvement from 80% to 86% during the same period. These increases suggest that the actions implemented under Goal 1, Action 15 are effective in enhancing perceptions of access to a broad course of study. The improvements in survey responses indicate that the programs and services developed for unduplicated students and students with exceptional needs are increasingly meeting the expectations of educational partners.

-9. Student Field Trips (Action 16):

The data from the LCAP Student Survey indicates a slight overall increase from 82% in 2024 to 83% in 2025 in respondents who feel students have access to a comprehensive course of study. This suggests a modest positive impact of field trips in contributing to the perception of educational access. At the school level, several schools show improvement. Bloomington High School (BHS) increased from 82% to 84%, and Colton High School (CHS) saw a significant rise from 80% to 86%, indicating that field trips may be effectively enriching students' educational experiences at these schools. Grand Terrace High School (GTHS) experienced a decline from 85% to 82%, and Washington High School (WHS) saw a drop from 81% to 75%. While field trips appear to have positively impacted some schools, the partially effective results at individual school sites indicate a need for evaluation and adjustment in certain areas.

-10. Athletics: Middle School and Alternative Ed. Intramural Athletics (Action 17):

For the baseline year 2025 of data, the LCAP Student Survey indicates that 54% of students believe participation in intramural athletics helped them to be more successful in school. This percentage provides an initial understanding of student perceptions regarding the impact of athletics on their academic success. The PBIS School Climate Survey results offer additional insights. During the 2023-24 school year, middle schools reported a climate score of 2.87, and alternative education settings reported a higher score of 3.17 on a scale of 1 to 4. In the following year, 2024-25, the scores slightly decreased to 2.86 for middle schools and 3.12 for alternative education. These scores suggest a generally positive school climate, although the slight decline indicates potential areas for improvement. Overall, the data reflects that while intramural athletics have a positive impact on students' perceptions of success, the slight decline in school climate scores suggests that there may be areas needing attention to maintain or enhance the program's effectiveness. As this is the baseline year for student perceptions, ongoing monitoring and data collection will be crucial to understanding the long-term impact of intramural athletics on student success and school climate.

-11. Secondary Elective Textbooks (Action 18)

The data indicates that the standard for the implementation of academic standards, as measured by the CA Dashboard Local Indicator 2, was met in both 2024 and 2025. Additionally, pacing guide completion showed 81% for MS and 91% for HS. Although these numbers decreased slightly, the decrease was due to the need to write new courses this year to meet the new ethnic studies requirement and allowed less time to update other courses. We also have several courses that will be eliminated as the next two senior classes graduate as they are no longer offered but cannot be removed until current students graduate. This data suggests that the actions taken under Goal 1, Action 18, which involve the provision and use of secondary elective textbooks and pacing guide completion, have been effective in supporting the implementation of academic standards. Maintaining the standard met status over consecutive years reflects positively on the efforts to ensure that textbooks align with and support the academic standards. It suggests that the elective textbooks are appropriately selected and effectively utilized to enhance the curriculum and meet educational goals and the action was effective in making progress towards meeting the goal.

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.

Following our review of prior year implementation and outcomes, we have determined that no changes will be made to Goal 1: Equitable Access for All. The current metrics continue to align with the listed actions and provide meaningful opportunities for growth. Changes made are listed below. Performance metrics improved across several key areas this past year, indicating that our current approach is effectively supporting progress toward the goal.

One area of focus during our reflection was the Foster Youth subgroup, which demonstrated significantly higher performance in the baseline year. After careful analysis, it was decided to maintain the existing metrics for consistency and evaluate potential adjustments in the following year based on future trends.

It is important to note that while Action 1.17—Middle School and Intramural Athletics—remains listed in the LCAP, it is no longer contributing. The action is still being implemented, but an alternative funding source is now supporting it.

Upon reflection on prior practice, the following metrics have changes for the 2025-26 school year:

-M1.4: Established the baseline and targeted outcomes for the percentage of monitoring forms completed in Ellevation for struggling students.

-M1.6: Added LTEL baseline data and year 1 outcome (11.4%) and targeted outcome data (13.0%) to the metric percent of students in combined 4 and 5 year graduation rate who completed at least one CTE Pathway with a grade of C- or better in the capstone course as measured by the CA Dashboard.

-M1.7: Added LTEL baseline data and year 1 outcome (3.0%) and targeted outcome data (5.0%) to the metric percentage of students who have completed both a-g requirements and CTE programs as measured by the CA Dashboard.

-M1.8: Established the baseline data and year 1 outcome (79%) and targeted outcome data (>83%) for the survey percentage of CTE students who feel their work-based learning experiences contributed to increased motivation and engagement in their career pathway on the CTE Student Survey.

-M1.9: Established the baseline and year 1 outcome (67%) and targeted outcomes (70%) for the percentage of teachers who indicate CTE/LL professional development sessions supported their instructional practices for English Learner's, LTEL's, low-income and foster youth students based on the CTE PL Survey feedback.

-M1.10: Established the baseline and year 1 outcome (82%) and targeted outcomes (>85%) for the percentage of CTE students who feel materials, equipment, and supplies provided in their CTE classes provide critical skills needed in their career pathway on the CTE Student Survey.

-M1.11: Targeted outcome for AVID was increased from 73.17% to 85% as this year's data improved to 82%. Additionally, added LTEL baseline data (12.6%) and targeted outcome data (13.6%) to the metric. In M1.13, added LTEL baseline data (11.8%) and targeted outcome data (13.8%) to the metric.

-M1.12: Targeted outcomes for GTHS's percentage of students passing AP exams with a 3 or higher as measured by College Board was increased from 33% to 41% as this year's data improved to 40%.

–M1.13: Added LTEL baseline data and year 1 outcome (11.8%) and targeted outcome data (13.8%) to the metric percentage of students prepared on the College and Career Indicator on the CA School Dashboard. Additionally, metric M1.14 in Action 1.10 was changed to M1.13 as this was an error made in writing last year. The overall CCI should have been used for the ROP Program rather than school site CCI.

-M1.14: M1.14 was removed from Action 1.10 and changed to M1.13 as it was not overall CCI data but instead school site data.

-M1.17: Established the baseline data and year 1 outcome (54%) and targeted outcome data (60%) for the survey percentage of students who believed participation in intramural athletics helped them to be more successful in school based on the LCAP Student Survey.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Learner Support: Language Assessment Center	The Language Assessment Center will maintain employees (4), including Language Assessment Specialists and Language Assessment and Data Specialists, to conduct initial and annual testing for English Learners (ELs) and Long Term English Learners (LTELs) with the purpose of supporting new and continuing EL students. This action ensures each EL and LTEL is appropriately placed and tracks their progress towards achieving their language proficiency goals. This action will be measured by M1.1, M1.2 and M1.3.	$461,597	Y
1.2	English Learner Support: Language Support Services	Language Support Services Staff will be maintained to provide program oversight, staff development and clerical to support improved outcomes for our district-wide English learner program. Staffing includes: Director (1), clerical (1), Curriculum Program Specialists (3). These positions directly support our English Learner teachers and students with curriculum, training, interventions and academic support to meet EL and LTEL educational and language acquisition needs. This action will be measured by M1.1, M1.2 and M1.3.	$1,012,817	Y
1.3	English Learner Support: English Learner Site Support	Language Support Services will provide English Learner Counselors (3), High School TOA's (3), and EL Site Leads (one per site, 27 sites) who will provide intense monitoring and support for English Learner students, including R-FEP and LTEL's to keep students on track to be reclassified. This action will be measured by M1.1 and M1.4.	$1,005,291	Y
1.4	English Learner Support: Instruction and Technology	The district's Language Support Services will purchase English Learner instructional materials, online programs, assessment systems, and needed transcript reading services to support EL and LTEL student learning and assessment, as well as to target interventions and support for English Learners and LTEL's where it is needed. This action will be measured by M1.1, M1.2, M1.3 and M1.4.	$195,000	Y

1.5	English Learner Support Dual Immersion	Language Support Services will provide Dual Immersion Teachers (33), teacher stipends, and DI instructional materials principally directed to English Learner dual immersion students to support the increased need for sites to open and continue dual immersion programs across the district to promote outcomes in Reading and multilingual acquisition skills. This action will be measured by M1.1.	$5,663,773	Y
1.6	English Learner Support: Multilingual Instructional Support	School sites will provide Multilingual Instructional Assistants (32) for 6-hours a day for English learner and LTEL students in grades TK-12 to support core academic content and language knowledge acquisition. This action will be measured by M1.1, M1.2 and M1.3.	$1,678,907	Y
1.7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support	Career Technical Education will purchase instructional materials, equipment, and supplies for each Linked Learning pathway to provide teachers and English Learners,low income and foster youth students with pathway specific needs for instruction, recruiting and marketing to support improved outcomes in CTE pathway completion with a grade of C or higher and increased outcomes in students meeting both CTE and a-g requirements. This action will be measured by M1.6 and M1.7	$844,000	Y
1.8	CTE/LL: Work-based learning	Career Technical Education will increase marketing and work-based learning opportunities to support CTE pathway completion for students and provide for a work-based learning tech (1), CTE teachers (7), and Curriculum Program Specialist for CTE/LL pathways for English learners, low income, and foster youth students. This action will be measured by M1.6 and M1.8.	$2,567,236	Y
1.9	CTE/LL: Professional Development	The district will provide opportunities for CTE/LL teachers to collaborate with teachers and attend professional development conferences to support teacher knowledge and skills to increase outcomes in CTE pathway completion for English learners, low income, and foster youth students. This action will be measured by M1.6 and M1.9.	$30,000	Y

1.10	CTE/LL: ROP Program	The district will provide ROP/CTE programs, classes, and pathways for English Learners, foster youth, and low income students creating opportunities for work-based learning experiences, increasing student's industry related and soft skills to prepare students to be college and career ready upon graduation. This action will be measured by M1.6, M1.10, M1.13.	$3,403,000	Y
1.11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	The district will provide AVID teachers, tutors, field trips, and instructional materials for Low income and English Learner AVID students in AVID classrooms to support student academic success and preparation for college and careers. This action will be measured by M1.11, M1.13 and M1.14.	$2,724,586	Y
1.12	AP Testing Support	Sites will provide substitute teachers for Advanced Placement teachers to proctor Advanced Placement tests to provide a positive and quality testing environment to increase outcomes for student success for low income and English Learner students on the AP exams. This action will be measured by M1.12.	$220,844	Y
1.13	VAPA: VAPA Teachers	The district will provide 12 additional elementary expanded learning teachers, 9 district band and music teachers, support stipends and instructional materials in the area of Art, Music vocals, STEAM and Physical Education & Dance to support access to co-curricular activities for our English Learners, foster youth and low income students. This action will be measured by M1.15 and M1.16.	$3,169,488	Y
1.14	VAPA: Site Support	VAPA teachers will promote access to co-curricular activities for our low income students by enhancing elementary and secondary Visual and Performing Arts (VAPA) programs by providing equitable materials and supplies including musical instruments and sheet music and a program manager to implement the District ARTS Plan. This action will be measured by M1.15 and M1.16.	$642,500	Y
1.15	NJROTC Support	Bloomington and Colton High Schools will provide NJROTC support to teachers and students for instructional materials, equipment, and/or student field trips to increase access in co-curricular activities for low income students. This action will be measured by M1.16.	$10,000	Y

1.16	Student Field Trips	All School sites will provide opportunities for low income, English Learners, and Foster Youth students to gain experiences outside the classroom by supporting work-based learning and co-curricular student experiences through field trips for unduplicated students at all sites. This action will be measured by M1.16	$270,000	Y
1.17	Athletics: Middle School and Alternative Ed Intramural Athletics (No longer funded using LCAP in 2025-26)	Middle and alternative schools will provide intramural athletics for low income students to participate in extracurricular activities to increase access and positive support for behaviors of our low income students. This action will be measured by M1.17 and M3.11.	$1,112,819	N
1.18	Secondary Elective Textbooks	Secondary Education will provide new and replacement non-core and elective textbooks to provide student access to standards aligned courses, instructional materials, and adequate resources to support Low Income, English Learners, and Foster Youth.This action will be measured by M1.18 and M1.19.	$200,000	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	**Student Achievement.** Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

CJUSD's Student Achievement goal spotlights the dashboard's indicators directly related to student academic progress at the broader district level. Prioritizing student achievement highlights the district's vision for our Design Plan and focus in advancing our students' academic growth, while also pinpointing areas that require further assistance. The collection of actions and metrics under this goal are designed to provide instructional support, assessments, and interventions crucial for focusing our teachers in advancing our students within our unduplicated populations. This comprehensive approach ensures support for all students, facilitating an upward trajectory in student achievement district-wide.

The Student Achievement goal focuses on providing programs, services, and equitable resources to our low income, foster youth, and English Learner students across the district supporting courses and programs that promote academic achievement, academic interventions, technology and literacy and support to close the achievement gap and help students achieve in learning. Community Partner data expressed the need to improve students overall performance in English Language Arts and Mathematics and to provide support for students in these areas.

Dashboard data in English and Math were reviewed and showed growth but still indicate the need to support all students -50.2 points distance from standard (dfs) ELA and -88.5 points dfs Math compared to our low income (-55.5 points dfs ELA, -93.2 points dfs Math) Foster Youth (-89.7 points dfs, -117.2 points dfs Math) and English Learners (-85.8 points dfs ELA, -114.8 points dfs Math). Our College/Career indicator also shows the need to support all students in working towards a-g completion (All 31.1%, EL 11.5%, Low Income 29.8%) and an increase in Seniors completing Career Pathways (All 20.1%, EL 9.3%, low income 19.6%). Our Dashboard Graduation Rate shows the need to support students with completing graduation requirements with an 87.3% Graduation rate for all students, 87.2% for low income, 79.7% for English learners, and 75.3% for foster youth.

In addition, the metric for the percentage of FTE that have a clear teacher credential (M2.15) was added to this goal as a general measure of effectiveness to support student achievement with qualified teachers across the district.

Based on the data above, input from community partner groups, and input from our LCAP meetings, the metrics, actions, and services in Goal 2 were made as a result of this analysis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	CAASPP ELA Distance from Standard (dfs) on CA Dashboard District Level State Priority: 4	All: -56.8 dfs Middle Schools: -85.8 dfs High Schools: -41.2 dfs EL: -91.8 dfs SED: -62.4 dfs FY: -83.6 dfs HY: -77.7 dfs SWD: -135.1 dfs AA: -65.8 dfs (all 2023) LTEL: -134 dfs (all 2024)	All: -50.2 dfs Middle Schools: -68 dfs High Schools: -23 dfs EL: -85.8 dfs SED: -55.5 dfs FY: -89.7 dfs HY: -75.0 dfs SWD: -132.7 dfs AA: -69.8 dfs LTEL: -134 dfs (all 2024)	Available in 2026-27 LCAP	All: -47.8 dfs Middle Schools: -65 dfs High Schools: -20 dfs EL: -75 dfs SED: -50 dfs FY: -70 dfs HY: -60 dfs SWD: -120 dfs AA: -50 dfs LTEL: -124 dfs	All: +6.6 dfs Middle Schools: +17.8 dfs High Schools: +18.2dfs EL: +6.0 dfs SED: +6.9 dfs FY: -6.1 dfs HY: +2.7 dfs SWD: +2.4 dfs AA: -4.0 dfs LTEL: N/A (all 2024)

M2.2	CAASPP ELA Distance from Standard (dfs) on CA Dashboard Site Level State Priority: 4	Elementary **Lincoln** EL -71.9 DFS **Birney** All -73 DFS EL -90.1 DFS LI -76 DFS HI –74.6 DFS **Crestmore** SWD -101.1 DFS **Smith** SWD -116.9 DFS **Grand Terrace** EL -88.4 DFS SWD -127.1 DFS **Jurupa Vista** EL -88.5 DFS **Mary B. Lewis** EL -94 DFS SWD -105.9 DFS **D'Arcy** SWD -129.8 DFS **Rogers** EL -95.9 DFS SWD -148.1 DFS **Sycamore Hills** EL -91.3 DFS SWD -161.8 DFS **Terrace View** SWD -90.6 DFS **Zimmerman** SWD -111.8 DFS **McKinley** EL -78.3 DFS HY -114.8 DFS **Wilson** EL -71.5 DFS SWD -98.1 DFS Middle School	Elementary **Lincoln** EL -69.6 DFS **Birney** All -81.1 DFS EL -95.5 DFS LI -82.0 DFS HI –86.4 DFS **Crestmore** SWD -117.3 DFS **Smith** SWD -102.5 DFS **Grand Terrace** EL -78.0 DFS SWD -143.1 DFS **Jurupa Vista** EL -87.1 DFS **Mary B. Lewis** EL -41.3 DFS SWD -43.8 DFS **D'Arcy** SWD -110.6 DFS **Rogers** EL -83.3 DFS SWD -137.8 DFS **Sycamore Hills** EL -76.0 DFS SWD -169.3 DFS **Terrace View** SWD -103 DFS **Zimmerman** SWD -117.3 DFS **McKinley** EL -85.6 DFS HY -132.8 DFS **Wilson** EL -65.6DFS SWD - <11 students Middle School	Available in 2026-27 LCAP	Elementary **Lincoln** EL -62.9 DFS **Birney** All -64 DFS EL -70 DFS LI -67 DFS HI -65.6 **Crestmore** SWD -92.1 DFS **Smith** SWD -99.9 DFS **Grand Terrace** EL -75.0 DFS SWD -118.1 DFS **Jurupa Vista** EL -70.0 DFS **Mary B. Lewis** EL -38.3 DFS SWD - 40.8 DFS **D'Arcy** SWD - 107.6 DFS **Rogers** EL -70 DFS SWD -134.8 DFS **Sycamore Hills** EL -73.0 DFS SWD -152.8 DFS **Terrace View** SWD -69.9 DFS **Zimmerman** SWD -105.8 **McKinley** EL 69.3 DFS HY -90.8 DFS **Wilson** EL -62.5 DFS SWD -89.1 DFS Middle School	Elementary **Lincoln** EL +2.3 DFS **Birney** All -8.1 DFS EL -4.5 DFS LI +6.0 DFS HI –11.8 DFS **Crestmore** SWD -16.2 DFS **Smith** SWD +14.4 DFS **Grand Terrace** EL +11.4 DFS SWD -16 DFS **Jurupa Vista** EL -1.4 DFS **Mary B. Lewis** EL +52.7 DFS SWD +62.1 DFS **D'Arcy** SWD +19.3 DFS **Rogers** EL +12.6 DFS SWD +10.3 DFS **Sycamore Hills** EL +15.3 DFS SWD -7.5 DFS **Terrace View** SWD -12.4 DFS **Zimmerman** SWD -5.5 DFS **McKinley** EL -7.3 DFS HY -18.0 DFS **Wilson** EL +5.9 DFS SWD - <11 students Middle School

		Colton Middle All -83.4 DFS EL -128.9 DFS HY -100.3 DFS LI -86 DFS SWD -174.3 DFS HI -83.4 DFS **Ruth O. Harris** All -96.5 DFS EL -139.8 DFS LI -99.1 DFS SWD -183.2 DFS AA -93.6 DFS HI -100.7 DFS **Terrace Hills** AA -103.2 DFS High School **Bloomington HS** EL -136.5 DFS LI -46.8 DFS SWD -164.4 DFS HI -45.9 DFS **Colton HS** EL -109.3 DFS SWD -150.4 DFS **Grand Terrace** AA -71.1 DFS **Slover Mountain** All -156.6 DFS LI -156.5 DFS HI -160.5 DFS (all 2023)	**Colton Middle** All -66.0DFS EL -104.5 DFS HY -87.1 DFS LI -69.6 DFS SWD -167.0 DFS HI -66.6 DFS **Ruth O. Harris** All -70.2 DFS EL -118.6 DFS LI -74.9DFS SWD -155.3 DFS AA -80.6 DFS HI -72.3 DFS **Terrace Hills** AA -109 DFS High School **Bloomington HS** EL -124.8 DFS LI -40.5 DFS SWD -135 DFS HI -41.6 DFS **Colton HS** EL -105.6 DFS SWD -171.2 DFS **Grand Terrace** AA -30.4 DFS **Slover Mountain** All -169.6 DFS LI -171.9 DFS HI -169.2 DFS (all 2024)		**Colton Middle** All -53.4 DFS EL -98.9 DFS HY -70.3 DFS LI -56 DFS SWD -159 DFS HI -53.4 DFS **Ruth O. Harris** All -70 DFS EL -70 DFS LI -70 DFS SWD -70 DFS AA -70 DFS HI -70 DFS **Terrace Hills** AA -70 DFS High School **Bloomington HS** EL -121.8 DFS LI -39.8 DFS SWD-132.0 DFS HI -36.9 DFS **Colton HS** EL -45 DFS SWD -120.4 DFS **Grand Terrace** AA -45 DFS **Slover Mountain** All -147.6 DFS LI -147.5 DFS HI -151.5 DFS	**Colton Middle** All +17.4DFS EL +24.4 DFS HY +13.2 DFS LI +17.6 DFS SWD +7.3 DFS HI +16.8 DFS **Ruth O. Harris** All +26.3 DFS EL +21.2 DFS LI +14.2 DFS SWD +27.9 DFS AA +13.6 DFS HI +28.4 DFS **Terrace Hills** AA +5.8 DFS High School **Bloomington HS** EL +11.7 DFS LI +6.3 DFS SWD +29.4 DFS HI +4.3 DFS **Colton HS** EL +3.7 DFS SWD -20.8 DFS **Grand Terrace** AA +40.7 DFS **Slover Mountain** All -13.0 DFS LI -15.4 DFS HI -8.7 DFS (all 2024)

M2.3	CAASPP Math Distance from Standard (DFS) on CA Dashboard District Level State Priority 4	All: -91.3 dfs Middle Schools: -125.9 dfs High Schools: -132 dfs EL: -116.5 dfs SED: -96.5 dfs FY: -109.1 dfs HY: -112.6 dfs SWD: -163.7 dfs AA: -103.1 dfs (all 2023) LTEL: -178.3 (2024)	All: -88.5 dfs Middle Schools: -110 dfs High Schools: -117 dfs EL: -114.8 dfs SED: -93.2 dfs FY: -117.2 dfs HY: -108.9 dfs SWD: -159.4 dfs AA: -106.5 dfs LTEL: -178.3 (all 2024)	Available in 2026-27 LCAP	All: -82.3 dfs Middle Schools: -105.9 dfs High Schools: -113 dfs EL: -100 dfs SED: -85 dfs FY: -100 dfs HY: -103.6. dfs SWD: -144 dfs AA: -90 dfs LTEL: -168.3	All: -88.5 dfs Middle Schools: +15.9 dfs High Schools: +15 dfs EL: +1.7 dfs SED: +3.3 dfs FY: -7.9 dfs HY: +3.7 dfs SWD: +3.6 dfs AA: -3.4 dfs LTEL: N/A (all 2024)

M2.4	CAASPP Math Distance from Standard (DFS) on CA Dashboard Site Level State Priority: 4	**Birney** SWD -159.9 DFS **Crestmore** SWD -117.7 DFS **Smith** SWD -133.8 DFS **Jurupa Vista** EL -102.8 DFS **Mary B. Lewis** EL -100.9 DFS SWD -123.3 DFS **D'Arcy** EL -99.9 DFS SWD -158.9 DFS **Rogers** EL -106 DFS SWD -178.9 DFS **Sycamore Hills** EL -97.9 DFS SWD -181 DFS **Terrace View** SWD -112.8 DFS **McKinley** EL -96.8 DFS HY -143.5 DFS **Wilson** SWD -120.3 DFS Middle School **Colton Middle** All -120.1 DFS EL -160.4 DFS HY -145.3 DFS LI -122.6 DFS SWD -209.2 DFS HI -119.4 DFS **Ruth O. Harris** All -143.8 DFS EL -182.3 DFS LI -148 DFS SWD -209.9 DFS AA -150.7 DFS	**Birney** SWD -129.0 DFS **Crestmore** SWD -102.4 DFS **Smith** SWD -98.7 DFS **Jurupa Vista** EL -108.6 DFS **Mary B. Lewis** EL -77.5 DFS SWD -78.6 DFS **D'Arcy** EL -83.5 DFS SWD -123.2 DFS **Rogers** EL -113 DFS SWD -176.6 DFS **Sycamore Hills** EL -76.0 DFS SWD -169.3 DFS **Terrace View** SWD -125.3 DFS **McKinley** EL -105.1 DFS HY -176.5 DFS **Wilson** SWD -125.3 DFS Middle School **Colton Middle** All -97.6 DFS EL -130.6 DFS HY -111.2 DFS LI -100.0 DFS SWD -181.5 DFS HI -97.7 DFS **Ruth O. Harris** All -119.6 DFS EL -166.6 DFS LI -123.3 DFS SWD -189.0 DFS AA -147.6 DFS	Available in 2026-27 LCAP	**Birney** SWD -150.9 DFS **Crestmore** SWD -108.7 DFS **Smith** SWD -124.8 DFS **Jurupa Vista** EL -93.8 DFS **Mary B. Lewis** EL - 95 DFS SWD -114.3 DFS **D'Arcy** EL - 90.9 DFS SWD - 149.9 DFS **Rogers** EL -95 DFS SWD -169.9 DFS **Sycamore Hills** EL -88.9 DFS SWD -172 DFS **Terrace View** SWD -95.1 DFS **McKinley** EL -81.8 DFS HY- 134.5 DFS **Wilson** SWD -113.3 DFS Middle School **Colton Middle** All -90.1 DFS EL -145.4 DFS HY -130.3 DFS LI -103.6 DFS SWD -194.2 DFS HI -89.4 DFS **Ruth O. Harris** All -95 DFS EL -95 DFS LI -95 DFS SWD -95 DFS	**Birney** SWD +30.9 DFS **Crestmore** SWD +15.3 DFS **Smith** SWD +35.1 DFS **Jurupa Vista** EL -5.8 DFS **Mary B. Lewis** EL +23.4 DFS SWD +44.7 DFS **D'Arcy** EL+16.4 DFS SWD +36.7 DFS **Rogers** EL -7.0 DFS SWD +2.3 DFS **Sycamore Hills** EL +21.9 DFS SWD +11.7 DFS **Terrace View** SWD -12.5 DFS **McKinley** EL -8.3 DFS HY +33.0 DFS **Wilson** SWD -5.3 DFS Middle School **Colton Middle** All +22.5 DFS EL +29.8 DFS HY +34.1 DFS LI +22.6 DFS SWD +27.7 DFS HI +21.7 DFS **Ruth O. Harris** All +24.2 DFS EL +15.7 DFS LI +24.7 DFS SWD +20.0 DFS AA +3.1 DFS

		HI -147.6 DFS **Terrace Hills** EL -155.7 DFS High School **Bloomington HS** EL -214.8 DFS SWD -214.8 DFS **Colton HS** EL -187 DFS SWD -229.1 DFS **Grand Terrace** AA -160.5 DFS **Slover Mountain** All -218.9 DFS LI -217.6 DFS HI -218.5 DFS (all 2023)	HI -121.0 DFS **Terrace Hills** EL -168.0 DFS High School **Bloomington HS** EL -203.4 DFS SWD -221.7 DFS **Colton HS** EL -172.4 DFS SWD -228.6 DFS **Grand Terrace** AA -144.2 DFS **Slover Mountain** All -242.2 DFS LI -244.7 DFS HI -242.8 DFS (all 2024)		AA -95 DFS HI -95 DFS **Terrace Hills** EL -137.7 High School **Bloomington HS** EL -205.8 DFS SWD -205.8 DFS **Colton HS** EL -115 DFS SWD -199.1 DFS **Grand Terrace** AA -115 DFS **Slover Mountain** All -209.9 DFS LI -208.6 DFS HI -209.5 DFS	HI +26.6 DFS **Terrace Hills** EL -12.3 DFS High School **Bloomington HS** EL +11.4 DFS SWD -6.9 DFS **Colton HS** EL +14.6 DFS SWD +0.5 DFS **Grand Terrace** AA +16.3 DFS **Slover Mountain** All -23.3 DFS LI -27.1 DFS HI -24.3 DFS (all 2024)
M2.5	Graduation Rate Percentage of students graduating High School CA Dashboard District Level State Priority: 5	All: 86% (2023) EL: 71.8% SED: 85.7% FY: 75% HY: 76.3% SWD: 70.8% AA: 88.3% LTEL: 82.6% (2024)	All: 87.3% (2024) EL: 79.7% SED: 87.2% FY: 64.3% HY: 81.8% SWD: 75.3% AA: 83.1% LTEL: 82.6%	Available in 2026-27 LCAP	All: 90% EL: 85% SED: 90% FY: 83% HY: 83% SWD: 82% AA: 90% LTEL: 84.6%	All: +1.3% (2024) EL: +7.9% SED: 87.2% FY: -10.7% HY: +4.5% SWD: +4.5% AA: -5.2% LTEL: N/A

M2.6	Graduation Rate Percentage of students graduating High School CA Dashboard Site Level State Priority: 5	2022-23 **Colton HS** EL 64.6% HY 66.7% SWD 53.3%	2023-24 **Colton HS** EL 84.8% HY 85.0% SWD 72.3%		**Colton HS** EL 86.0% HY 87.0% SWD 80.0%	2023-24 **Colton HS** EL +22.2% HY +18.3% SWD +19.0%

M2.7	iReady Diagnostic results grades K-6 at Tier 1. Local Metric State Priority: 4, 8	All: Reading: 37% Math: 27% EL: Reading: 20% Math: 13% SED: Reading: 28% Math: 20% FY: Reading: 29% Math: 17% SWD: Reading: 11% Math: 8% GATE: Reading: 75% Math: 71% GATE EL: English: 31% Math: 26% GATE SED: Reading: 72% Math: 68%	All: Reading: 37% Math: 29% EL: Reading: 18% Math: 15% SED: Reading: 37% Math: 28% FY: Reading: 22% Math: 21% SWD: Reading: 11% Math: 9% GATE: Reading: 66% Math: 65% GATE EL: English: 30% Math: 36% GATE SED: Reading: 66% Math: 65%	Available in 2026-27 LCAP	All: Reading: 41% Math: 34% EL: Reading: 27% Math: 22% SED: Reading: 34% Math: 29% FY: Reading: 35% Math: 26% SWD: Reading: 17% Math: 17% GATE: Reading: 79% Math: 74% GATE EL: English: 40% Math: 36% GATE SED: Reading: 76% Math: 73%	All: Reading: +/-0% Math: +2% EL: Reading: -2% Math: +2% SED: Reading: +9% Math: +8% FY: Reading: -7% Math: +4% SWD: Reading: -6% Math: +1% GATE: Reading: +4% Math: -6%% GATE EL: English: -1% Math: +10% GATE SED: Reading: -6% Math: -3%

M2.8	K-2 Reading Fluency DIBELS at or above benchmark. Local Metric Priority: 4, 8	All: 49% EL: 49% SED: 46% FY: 35% SWD: 27%	All: 50% EL: 34% SED:50% FY: 31% SWD: 25%	Available in 2026-27 LCAP	All: 52% EL: 52% SED: 50% FY: 41% SWD: 35%	All: +1.0% EL: -15.0% SED: +4.0% FY: -4.0% SWD: -2%

M2.9	NWEA MAP Assessment Growth 7-11. Students who met growth projections Fall to Spring. Local Metric State Priority: 4, 8	Math: (All 2024) Grade 7: 38.8% Grade 8: 54.9% Grade 9: 55.1% Grade 10: 50.4% Grade 11: 53.2% Math Grades 7-11 EL: 47.6% SWD: 48.7% SED: 53.0% AA: 45.8% Reading: Grade 7: 31.7% Grade 8: 42.1% Grade 9: 42.64% Grade 10: 39.2% Grade 11: 42.3% Reading Grades 7-11 EL: 43.3% SWD: 41.43% SED: 49.3% AA: 34.6% Language: Grade 7: 34.6% Grade 8: 43.5%	Math: (All 2025) Grade 7: 37.9% Grade 8: 47.3% Grade 9: 53.2% Grade 10: 49.1% Grade 11: 53.3% Math Grades 7-11 EL: 48.4% SWD: 47.8% SED: 47.7% AA: 41.8% Reading: Grade 7: 29.1% Grade 8: 39.2% Grade 9: 42.0% Grade 10: 40.2% Grade 11: 44.4% Reading Grades 7-11 EL: 47.3% SWD: 39.2% SED: 38.9% AA: 37.5% Language: Grade 7: 32.6% Grade 8: 46.8%	Available in 2026-27 LCAP	Math: Grade 7: 44.8% Grade 8: 60.9% Grade 9: 61.1% Grade 10: 56.4% Grade 11: 59.2% Math Grades 7-11 EL: 53.6% SWD: 54.7% SED: 59.0% AA: 51.8% Reading: Grade 7: 37.7% Grade 8: 48.1% Grade 9: 48.64% Grade 10: 45.2% Grade 11: 48.3% Reading Grades 7-11 EL: 49.3% SWD: 47.43% SED: 55.3% AA: 40.6% Language: Grade 7: 40.6% Grade 8: 49.5%	Math: Grade 7: -0.9% Grade 8: -7.6% Grade 9: -1.9% Grade 10: -1.3% Grade 11: +0.1% Math Grades 7-11 EL: +0.8% SWD: -0.9% SED: -5.3% AA: -4.0% Reading: Grade 7: -2.6% Grade 8: -2.9% Grade 9: -0.6% Grade 10: +1.0% Grade 11: +2.1% Reading Grades 7-11 EL: +4.0% SWD: -2.2% SED: -10.1% AA: +2.9% Language: Grade 7: -2.0% Grade 8: +3.3%

		Grade 9: 45.5% Grade 10: 39.1% Grade 11: 40.8% <u>Language Grades 7-11</u> EL: 33.4% SWD: 29.3% SED: 55.6% AA: 40.8% Science: Grade 7: 35.2% Grade 8: 35.5% Grade 9: 41.2% Grade 10: 38.1% <u>Science Grades 7-10</u> EL: 33.3% SWD: 28.9% SED: 36.6% AA: 38.43%	Grade 9: 45.5% Grade 10: 48.5% Grade 11: 46.5% <u>Language Grades 7-11</u> EL: 47.2% SWD: 41.2% SED: 43.7% AA: 32.7% <u>Science</u> Grade 7: 37.8% Grade 8: 40.5% Grade 9: 38.8% Grade 10: 42.0% <u>Science Grades 7-10</u> EL: 36.2% SWD: 30.9% SED: 39.5% AA: 32.9%		Grade 9: 51.5% Grade 10: 45.1% Grade 11: 46.8% <u>Language Grades 7-11</u> EL: 39.4% SWD: 35.3% SED: 61.6% AA: 46.8% Science: Grade 7: 41.2% Grade 8: 41.5% Grade 9: 47.2% Grade 10: 44.1% <u>Science Grades 7-10</u> EL: 39.5% SWD: 34.9% SED: 42.6% AA: 43.4%	Grade 9: +/-0.0% Grade 10: +9.4% Grade 11: +5.7% <u>Language Grades 7-11</u> EL: +13.8% SWD: +11.9% SED: -11.9% AA: -8.1% Science: Grade 7: +2.6% Grade 8: +5.0% Grade 9: -2.4% Grade 10: +3.9% <u>Science Grades 7-10</u> EL: +2.9% SWD: +2.0% SED: +2.9% AA: -5.5%

M2.10	Percentage of students on LCAP survey who state they were provided or have access to a working chromebook or computing device at school. Local Metric State Priority: 1, 7	All: 98% (2025 LCAP Survey)	All: 98% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: >97%	N/A
M2.11	Survey percentage of teachers who felt the collaboration day helped to improve their instructional strategies that will lead to increased student achievement. Local Metric State Priority: 2, 4	All: 88.3% (2025)	All: 88.3% (2025)	Available in 2026-27 LCAP	All: 90%	N/A

M2.12	Survey percentage of teachers participating in induction who felt the program improved their instructional strategies and delivery of lessons Local Metric. State Priority: 1, 2, 4	All: 91% (Teacher Induction Survey 2025)	All: 91% (Teacher Induction Survey 2025)	Available in 2026-27 LCAP	All: 93%	N/A
M2.13	CAST Science Met or Exceeded on CA Dashboard State Priority: 4	All: 14.05% EL: 0.65% SED: 13.08% FY: 18.75 HY: 9.97% SWD: 2.69% AA: 13.12% (2023) LTEL: -20.4 dfs (2024)	All: 16.01% EL: 0.47% SED: 14.11% FY: 16.67% HY: 9.83% SWD: 3.04% AA: 10.38% LTEL: -20.4 dfs (2024)	Available in 2026-27 LCAP	All: 23.05% EL: 9.65% SED: 19.08% FY: 20.75% HY: 16.97% SWD: 10.69% AA: 19.12% LTEL: -18.4%	All: +1.96% EL: -0.18% SED: +1.03% FY: -2.08% HY: -.14% SWD: +0.35% AA: -2.74% LTEL: N/A (2024)

M2.14	Survey percentage of GATE students who felt their acceleration and enrichment activities created greater interest in lessons being taught. Local Metric State Priority: 5, 8	All: 80% (2025 GATE Survey)	All: 80% (2025 GATE Survey)	Available in 2026-27 LCAP	All: 82%	N/A
M2.15	Teacher Credentialing Clear (% of FTE) CA Dashboard State Priority: 1	93% (2023)	94.5% (2024)	Available in 2026-27 LCAP	Maintain 93+%	+1.5%

M2.16	Early Assessment Program (EAP) Percentage of Students Met or Exceeded Math & English (11th Grade) CA Dashboard State Priority 4	<u>Math:</u> All: 12.68% EL: 0.70% SED: 10.92% FY: Low enroll SWD: 1.13% <u>English L/A:</u> All: 38.43% EL: 1.58% SED: 35.40% FY: low enroll SWD: 6.25% (2023) LTEL: 11.97% (2024)	<u>Math:</u> All: 13.45% EL: 0.00% SED: 12.00% FY: Low enroll SWD: 0.00% <u>English L/A:</u> All: 46.86% EL: 7.95% SED: 44.17% FY: low enroll SWD: 8.33% LTEL: 11.97% (2024)	Available in 2026-27 LCAP	<u>Math:</u> All: 21.68% EL: 11.00% SED: 20% FY: Low enroll SWD: 11.50% <u>English L/A:</u> All: 47.43% EL: 12% SED: 45.40% FY: low enroll SWD: 16.25% LTEL: 13.97%	<u>Math:</u> All: +0.77% EL: -0.70% SED: 1.08% FY: Low enroll SWD: -1.13% <u>English L/A:</u> All: +8.43% EL: +6.37% SED: +8.77% FY: low enroll SWD: +2.08% LTEL's: N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

-1. Literacy and Mathematics Support (Actions 1-2, 4, 7, 9-10, 18 and 22): The implementation of English Language Arts (ELA) and Mathematics support, elementary instructional support, library services, classroom instructional support and PSAT testing was carried out as planned, with all planned actions successfully implemented. The district provided additional ELA and Math teachers at middle and high schools, along with Teachers on Assignment (TOAs) to support intervention efforts for low-income, English learner, and foster youth students. Elementary sites also received TOAs, instructional materials, and training to enhance reading, math, and assessment interventions. Library support was strengthened with the placement of library media technicians at all sites and middle school librarians to expand literacy access. Additionally, the district continued increasing both print and digital library resources, including books in English and Spanish, to promote reading engagement. Classroom instructional support was expanded with the addition of instructional assistants to support core academic content and language acquisition. PSAT testing occurred with 8th graders throughout the district. Key successes include a 6.6-point decrease in the distance from standard on the CAASPP for ELA and a 2.9-point decrease in the distance from standard in Math, both representing positive growth from the previous year. TOAs effectively supported literacy and math interventions, and district-wide reading challenges at both the elementary and secondary levels further encouraged student engagement in reading. The "Building Thinking Classroom" strategy for math was successfully implemented at all middle and high schools and has now expanded into some elementary schools. Additionally, there was a strong focus on differentiated instruction strategies and materials. The primary challenge encountered was hiring instructional aides and TOAs when vacancies arose, which impacted the consistency of support at some sites. Despite this, the overall implementation was successful in improving student outcomes in ELA and Math while expanding literacy and instructional resources district-wide.

-2. Summer School (Action 3): The implementation of the summer school program was carried out as planned, with middle and high schools providing personnel and instructional materials to support both enrichment and remediation for unduplicated students. The program successfully contributed to increased outcomes in ELA and Math and supported graduation rate improvements. Key successes included over 100 summer graduates, demonstrating the program’s impact on credit recovery and student progression. Additionally, 7th and 8th-grade interventions in English and Math provided crucial academic support, while 9th-12th graders were able to make up credits or get ahead, allowing them to participate in programs such as pathways, AVID, band, and athletics during the regular school year. The primary challenge was a high dropout rate among students attending summer school, which impacted overall participation and completion rates. Despite this, the program effectively provided critical academic support and credit recovery opportunities, helping students stay on track for graduation and engagement in school programs.

-3. Student and Instructional Technology (Actions 5, 14, 15, 19, 20): The implementation of DIBELS Amplify Online, student technology access, technology support staff, Alludo professional learning, and Elementary Illuminate was carried out as planned, with no substantive differences between the planned actions and actual implementation. These initiatives were designed to support low-income students, English learners, and foster youth in improving outcomes in ELA and Math. Key successes include a 6.6-point decrease in the distance from

standard on CAASPP in ELA and a 2.9-point decrease in Math, reflecting positive growth from the previous year. Teachers have been actively developing and utilizing grade-level formative assessments, while consistently assessing students' literacy levels using DIBELS. All students received Chromebooks, and those in need were also provided with hotspots for internet access, ensuring equitable access to technology. Additionally, all classrooms are now equipped with Promethean or similar interactive panels, further enhancing instructional delivery. Technology support staff have played a crucial role in assisting teachers across the district with technology integration and troubleshooting, while the Alludo platform has provided professional development opportunities in an accessible, online format. The use of Illuminate at the elementary level has helped streamline student assessments and intervention strategies. The primary challenges were minimal, as teachers have become more comfortable with technology in the classroom. However, the ongoing maintenance and repair of broken devices remains a concern as the district works to keep up with technological needs. Overall, these efforts have successfully enhanced digital access, assessment practices, and instructional technology integration, contributing to improved student outcomes.

-4. Science/Math Enrichment Support (Actions 6, 8, 21): The implementation of the MESA program, NGSS/Math materials, and Science Fair support was carried out as planned, with no significant differences between the planned actions and actual implementation. Middle school sites successfully offered MESA courses with the support of four MESA teachers and instructional materials, focusing on enhancing math and science skills and improving math and science outcomes for low-income, English learner, and foster youth students. Additionally, secondary teachers were provided with supplementary instructional materials to support math and science instruction, particularly for low-income, foster youth, English learners, and LTEL students. Key successes include the offering of MESA Math and Science courses at all middle schools, the implementation of the Building Thinking Classroom strategy with corresponding materials, and the purchase of science materials to support enhanced instruction. The district also provided strong support for the District/County/State Science Fair and the STEM Expo, resulting in a high school student science team winning a gold medal at the county science fair, where they qualified for both state and international competitions. These accomplishments demonstrate the district's effective focus on science education and student achievement in STEM fields. A challenge encountered was supporting increased work with science at the elementary level, where further efforts are needed to enhance science education across the district's younger grade levels. Despite this, the overall implementation was successful, with notable improvements in math and science outcomes for students, as well as the district's ongoing commitment to STEM education.

-5. Special Education (Actions 11-13): The implementation of the planned Special Education support actions at the middle school level, including the addition of Special Education teachers, instructional assistants, and instructional materials, was carried out as planned with no substantive differences between the planned actions and actual implementation. These initiatives were aimed at ensuring equitable access to grade-level curriculum for special education students and supporting their academic achievement in both ELA and Mathematics. Key successes include equitable access to Special Education teachers at select middle schools, and instructional aides throughout the district which allowed for more focused support and individualized attention for special education students. Additionally, the purchase of instructional materials specifically designed to support special education students, which helped facilitate the inclusion of special education students in general education settings. This further enhanced the learning experience and improved outcomes in ELA and Mathematics.

-6. Teacher Support (Actions 16, 17, and 24): The implementation of the planned actions for Teacher Collaboration Days, Teacher Induction, and Teacher Retention was successfully carried out as planned, with no significant changes from the intended actions. These initiatives aimed to enhance teaching practices, support new teachers, and retain staff to improve student outcomes, particularly for English Learner, low-income, and foster youth students. Key successes include the collaboration days, where teachers worked on differentiated instructional strategies and lesson planning focused on improving outcomes in ELA and Math for English Learner students. The Teacher

Induction program was also effectively implemented to assist new teachers in their first two years, providing support in instructional planning and delivery. Additionally, the teacher retention efforts helped lower class sizes, reduce combination classes, and provide more individualized attention for students, which in turn supported improved academic achievement in ELA and Math. These efforts resulted in positive improvements in ELA and Math scores, with a decrease in the distance from standard (dfs) for both subjects: ELA decreased from -56.8 in 2023 to -50.2 in 2024, and Math decreased from -91.3 in 2023 to -88.5 in 2024. This indicates progress in closing achievement gaps. A challenge encountered was that some teachers did not fully take advantage of the extra collaboration day outside the school calendar, which limited the potential for additional professional development. Despite this, the overall implementation was successful, with a strong focus on improving teaching quality and supporting both teachers and students in achieving better outcomes.

-7. Gifted and Talented Education (GATE): Site and Teacher Support (Action 23): The implementation of the Gifted and Talented Education (GATE) program at elementary and middle school sites was carried out as planned, with a focus on providing instructional materials and conducting co-curricular activities aimed at increasing outcomes in ELA and Math for low-income and English Learner students enrolled in the GATE program. The planned actions were implemented without any substantive differences from the original plan. The district provided the necessary resources, including instructional materials, to enhance the learning experiences of students in the GATE program. Co-curricular activities were also organized to support the academic growth of these students.

-8. Equity and Achievement Support (Action 25): The implementation of the Equity & Achievement Support action was carried out as planned, with no significant differences between the planned actions and actual implementation. The Equity Coordinator was successfully hired, and the work outlined in the CJUSD Design Plan focused on systems alignment and providing targeted support for student groups eligible for Differentiated Assistance, particularly African American, low-income, English learners, and foster youth students. Key successes of the implementation include the Equity Coordinator playing a pivotal role in driving the equity work of the design plan. This work included the development of an Equity Action Plan and efforts to engage parents and students in improving student outcomes. The coordinator also surveyed Differentiated Assistance groups and provided training and support for both assemblies and staff meetings, addressing the results of student voice surveys. These actions contributed to creating a more inclusive and responsive educational environment. Additionally, the work stemming from the CJUSD Design Plan continued in various areas, such as equity, professionalism, and professional learning, which further strengthened the district's commitment to addressing the needs of all students and promoting positive academic achievement, particularly for underrepresented student groups. Overall, the implementation was successful, with the equity-focused initiatives showing positive progress in supporting student achievement and addressing disparities in academic outcomes. There were no significant challenges reported during the implementation process.

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 2 Student Achievement there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 2 Action 1: ELA Support was over-budget due to ELA TOA's being inadvertently placed in Goal 3 Action 1. This error was found as we reviewed actual expenditures in this year's budget and has been corrected for 2025-26.

Goal 2 Action 3: Summer School was under-budget due to a shortage of teachers when compared with demand that were available and wanting to teach summer school at the secondary level.

Goal 2 Action 8: NGSS/Math Materials was under-budget due to other funding sources being used for these costs.

Goal 2 Action 14: Student Technology was under-budget due to the decreased number of student devices needed and lower than expected costs associated with new purchases.

Goal 2 Action 15: Technology Support Staff was under-budget due to resignations and the time to hire new employees in positions that turned over.

Goal 2 Action 16: Teacher Collaboration Days was under-budget due to the decrease in teachers using the 1 day outside the school calendar and 1 day using a sub. This was due to the focus on English Learner professional learning and other funding used for those services.

Goal 2 Action 17: Teacher Induction was over-budget due to the increased number of teachers in the program due to late hires as the school year began and retirement incentive that was given the prior year.

Goal 2 Action 19: Alludo was over-budget due to increased use of professional learning occurring across the platform that was not expected.

Goal 2 Action 21: Science Fair was under-budget due to decreases in materials and lower number of students competing at State level this year.

Goal 2 Action 23: GATE Site and Teacher Support is under-budget due to smaller numbers of field trips supporting enrichment activities and lower than expected need in instructional materials.

Goal 2 Action 24: Teacher Retention was over-budget due to increases in negotiated salaries and retaining a higher number of teachers to support programs and decrease the number of combo classes in elementary schools.

Goal 2 Actions 1-2, 4-7, 9-13, 18, 20, 22, and 25 did not have material differences in budgeted expenditures and estimated actual expenditures.

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

Over the first year of this LCAP cycle, the effectiveness of the specific actions toward achieving Goal 2 which focuses on student achievement, varied across the different actions:

1.- English Language Arts Support (Action 1):

The data from the CAASPP ELA Distance from Standard (DFS) indicates overall progress at the district level, with an improvement from −56.8 DFS in 2023 to −50.2 DFS in 2024. Both middle and high schools show significant gains, with middle schools improving from −85.8 to −68 DFS and high schools from −41.2 to −23 DFS. These improvements suggest that the ELA support strategies implemented are effective

and are having a positive impact on student performance across multiple grade levels. Specific student groups also show progress. English Learners (EL) improved from −91.8 to −85.8 DFS, and Students with Disabilities (SWD) from −135.1 to −132.7 DFS, reflecting modest gains. African American (AA) students experienced a decline from −65.8 to −69.8 DFS. Site-level data partial effectiveness. Elementary schools like Mary B. Lewis show substantial improvements for EL and SWD students, while others like Sycamore Hills indicate declines, particularly among SWD. Middle schools such as Colton Middle and Ruth O. Harris shows improvements overall, but SWD at these sites continue to need support. At the high school level, Grand Terrace shows notable improvements for AA students, while Slover Mountain requires focused support due to declines across several groups.

The Early Assessment Program (EAP) results provide additional insights, with the percentage of 11th-grade students meeting or exceeding ELA standards increasing from 38.43% in 2023 to 46.86% in 2024. This includes notable improvements among EL and Socioeconomically Disadvantaged (SED) students, suggesting that ELA support strategies are effectively enhancing student readiness for college-level work. In summary, while there is overall effectiveness shown in ELA performance, disparities remain, particularly among SWD and certain student groups at specific schools. Continued focus on targeted interventions and support will be essential to address these disparities and ensure equitable progress for all students

2.-Mathematics (Math) Support (Action 2):

The CAASPP Math Distance from Standard (DFS) data shows overall progress at the district level, with an improvement from −91.3 DFS in 2023 to −88.5 DFS in 2024. Middle schools improved significantly from −125.9 to −110 DFS, and high schools improved from −132 to −117 DFS. These improvements suggest that the mathematics support strategies implemented are effective on student performance across these grade levels. However, specific student groups show partial effectiveness. English Learners (EL) improved slightly from −116.5 to −114.8 DFS, while Students with Disabilities (SWD) improved from −163.7 to −159.4 DFS, indicating modest gains. Socioeconomically Disadvantaged (SED) students also improved from −96.5 to −93.2 DFS. Conversely, Foster Youth (FY) saw a decline from −109.1 to −117.2 DFS, highlighting a need for targeted interventions. Site-level data presents a mixed picture. Some sites, like Mary B. Lewis, show improvements in both EL and SWD groups, while others, such as Sycamore Hills, indicate declines, particularly among SWD. In middle schools, Colton Middle and Ruth O. Harris show progress, but SWD at these sites continue to require significant support. At the high school level, Bloomington HS and Colton HS show improvements for some groups, but Slover Mountain's scores reflect a need for focused support.

The Early Assessment Program (EAP) results for 11th-grade math show a slight increase in the percentage of students meeting or exceeding standards, from 12.68% in 2023 to 13.45% in 2024. However, EL and SWD students continue to face challenges. In summary, while there is overall progress in math performance, a continued focus on targeted interventions and support is essential to address disparities and ensure equitable progress for all students in mathematics.

-3. Summer School (Action 3):

The data shows a positive trend in graduation rates at both the site and district levels, indicating that Summer School is effectively contributing to student success. At Colton High School, significant improvements are evident across several student groups from the 2022-23 to 2023-24 school years. For example, the graduation rate for English Learners (EL) increased from 64.6% to 84.8%, for Homeless Youth (HY) from 66.7% to 85.0%, and for Students with Disabilities (SWD) from 53.3% to 72.3%. These substantial gains suggest that

Summer School is playing a critical role in providing additional support and learning opportunities for students who may need extra assistance.

At the district level, the overall graduation rate improved from 86% in 2023 to 87.3% in 2024. Specific groups also showed progress: the EL graduation rate increased from 71.8% to 79.7%, SED from 85.7% to 87.2%, and SWD from 70.8% to 75.3%. However, there was a decline in the graduation rate for Foster Youth (FY) from 75% to 64.3% and a slight decrease for African American (AA) students from 88.3% to 83.1%. These declines highlight the need for focused interventions for these groups.The Summer School initiative appears to be effective in enhancing graduation rates for several student groups, as evidenced by the significant improvements at Colton High School and the overall district level

.-4. Elementary Support (Actions 4 and 5): In I-Ready Reading, the All student group remained stable at 37%, while the SED group showed a notable increase from 28% to 37%, indicating effective support for these students. However, the EL group decreased from 20% to 18%, and the FY group declined from 29% to 22%, suggesting challenges in addressing their needs. In Math, the All group improved slightly from 27% to 29%, with the SED group also increasing from 20% to 28%. The FY group showed a modest increase from 17% to 21%. However, the EL group saw only a small improvement, from 13% to 15%. DIBELS data shows a slight improvement in overall reading fluency, with the All group increasing from 49% to 50%. The SED group rose from 46% to 50%, indicating positive progress. However, the EL and FY groups showed declines, highlighting areas needing additional support. Overall, Actions 4 and 5 have had partial effectiveness, with some student groups benefiting from targeted interventions, while others require further attention to improve outcomes.

-5. MESA, Math, and Science Support (Action 6 and 8): The analysis of MAPS and CAST testing data reveals mixed results regarding the effectiveness of MS MESA and NGSS/Math Materials—in achieving Goal 2, which focuses on student achievement. In Math, there was a decline in proficiency across several grade levels from 2024 to 2025, with Grade 7 dropping from 38.8% to 37.9% and Grade 8 from 54.9% to 47.3%. Student groups such as Socioeconomically Disadvantaged (SED) and African American (AA) also experienced decreases, indicating areas needing targeted interventions. However, English Learners (EL) showed a slight improvement from 47.6% to 48.4%. In Science, the data indicates improvement, with Grade 8 increasing from 35.5% to 40.5% and notable gains across Grades 7, 9, and 10. The CAST Science scores improved overall from 14.05% to 16.01%, although some groups, like EL and AA students, saw declines. These results suggest that while NGSS/Math Materials have positively impacted Science achievement, particularly in middle school, the MS MESA program and Math materials require refinement to better support Math proficiency.

-6. Site Department Support (Action 7): The I-ready assessments for elementary students showed overall reading scores remained constant at 37%, while math scores improved from 27% to 29%. Notably, EL student groups saw a decline in reading scores from 20% to 18%, but an increase in math scores from 13% to 15%. SWD reading scores remained at 11%, while math scores slightly increased from 8% to 9%. GATE student groups experienced declines in both reading and math scores.

For the MAP assessments for secondary students, overall math scores saw mixed changes, with Grade 8 experiencing a notable drop from 54.9% to 47.3%. However, EL reading scores improved from 43.3% to 47.3%.

This action appears partially effective, with improvements in some areas while others regressed or stagnated. This indicates a need for targeted interventions to ensure consistent progress across all student groups.

-7. Library Support (Action 9 and 10): The I-ready assessments for elementary showed overall reading scores remained at 37%, while math scores rose from 27% to 29%. EL students saw a decrease in reading from 20% to 18%, with a math increase from 13% to 15%. The SED group significantly improved in reading from 28% to 37% and in math from 20% to 28%. However, the GATE SED group experienced declines in both subjects.

For MAP assessments, Grade 8 math scores dropped from 54.9% to 47.3%. The SWD group saw stable reading scores at 11% in I-ready and improvements in MAP language from 29.3% to 41.2%. EL reading scores increased from 43.3% to 47.3%.

These actions are partially effective. Action 2.9 effectively improved SED scores, while Action 2.10 enhanced SWD language scores. However, challenges remain in other areas, such as maintaining gains for GATE SED groups and addressing declines in Grade 8 math.

-8. Special Education (Actions 11-13): The CAASPP Math and English data for Special Education students at the District level show an improvement in CAASPP ELA scores from -135.1 in 2023 to -132.7 in 2024. Math scores show an improvement from -163.7 to -159.3. This data represents effectiveness in increasing scores. Individual sites show pockets of improvement. For example, Birney, Crestmore, Smith, Lewis, D'Arcy elementaries and Colton and Ruth O' Harris middle schools showing over a 15 point increase in Special Education scores.

The data from CDE DataQuest indicates a slight increase in the percentage of Special Education students spending less than 40% of their time in general education settings, from 18% in Fall 2023 to 18.4% in Fall 2024. This minor increase suggests a need to focus on moving towards increased inclusion, which can support better academic and social outcomes for these students. To enhance outcomes for Special Education students, continued focus on inclusive practices, differentiated instruction, and targeted interventions is essential.

-9. Technology (Actions 14-15, 19-20): Overall I-ready reading scores maintained at 37%, while math scores improved slightly from 27% to 29%. SED students made notable gains, particularly in reading from 28% to 37%. However, EL reading scores declined from 20% to 18%.

MAP assessments showed a decrease in Grade 8 math scores from 54.9% to 47.3%. EL reading scores improved from 43.3% to 47.3%, while SWD language scores increased from 29.3% to 41.2%.

The LCAP survey indicates that 98% of students have access to a working Chromebook or computing device at school, serving as the baseline.

Actions 14 and 15 relate to ensuring technological access and enhancing digital literacy. The 98% access to devices supports these actions. Actions 19 and 20 focus on improving educational outcomes for specific student groups. There is success in SED gains and SWD language improvements, but EL reading and GATE SED performance require targeted interventions.

Overall, these actions show partial effectiveness. While technological access is high, translating this into academic success requires focus on personalized support and resource utilization.

-11. Science Fair (Action 21): The analysis of the CAST Science data reveals an increase between the 2023 and 2024 results. There was an increase in the percentage of students meeting or exceeding the standard, with All students improving from 14.05% to 16.01%. Notably, Students with Disabilities (SWD) showed improvement, increasing from 2.69% to 3.04%. However, English Learners (EL) experienced a decline from 0.65% to 0.47%, and African American (AA) students saw a decrease from 13.12% to 10.38%. Foster Youth (FY) also showed a slight decline from 18.75% to 16.67%, while Homeless Youth (HY) percentages remained relatively stable, with a minor decrease from 9.97% to 9.83%. The Science Fair Support appears to have been effective on some student groups, such as Students with Disabilities and socioeconomically disadvantaged students, but it was less effective for English Learners and African American students. This suggests the need for targeted strategies to better support these groups in achieving higher performance in science.

-12. PSAT Testing (Action 22): The analysis of MAPS testing data for 8th-grade students provides insights into the effectiveness of Action 22 PSAT Testing for 8th Grade in supporting Goal 2, which focuses on student achievement. In Math, the proficiency rate decreased from 54.9% in 2024 to 47.3% in 2025, indicating a decline in performance. In Reading, there was a slight improvement, with scores increasing from 39.2% in 2024 to 42.1% in 2025. Language scores also showed positive growth, rising from 43.5% to 46.8%. These mixed results suggest that results have shown partial effectiveness in meeting these metrics. Further alignment of instructional strategies with test preparation may be necessary to enhance overall student outcomes.

-13. GATE Support (Action 23): In the analysis of I-ready assessments, GATE student reading scores decreased from 75% to 66%, and math scores declined from 71% to 65%. The GATE EL group saw a slight decrease in reading from 31% to 30%, but an increase in math from 26% to 36%.

In the MAP assessments, there's no specific GATE data, but overall trends indicate mixed performance across other student groups. The GATE survey reports that 80% of GATE students feel their acceleration and enrichment activities have positively impacted their interest in lessons. This serves as baseline data.

The data shows partial effectiveness. While the survey indicates a high level of student engagement (80%), the decline in I-ready reading and math scores among GATE students suggests that these activities may not be sufficiently translating into academic performance gains.

-14. Equity and Achievement Support (Action 25): The data indicates varying degrees of progress across different student groups in ELA and Math, as reflected in the CAASPP results. At the district level, there is an overall improvement in ELA Distance from Standard (DFS) from -56.8 to -50.2, and in Math DFS from -91.3 to -88.5, suggesting a modest positive impact of the support actions. Middle and high schools showed notable improvements, particularly in ELA, where middle schools improved from -85.8 to -68 DFS and high schools from -41.2 to -23 DFS. However, disparities remain, especially among English Learners (EL), African American (AA), and Students with Disabilities (SWD). Site-level data reveals mixed results, with some schools showing progress, such as Mary B. Lewis, where SWD improved significantly in both ELA and Math. Conversely, some groups, like EL at Birney and SWD at Sycamore Hills, still face challenges. The current actions appear effective for some student groups but less so for others, indicating a need for more targeted interventions. The variations suggest that while general strategies may benefit overall performance, specific attention to the unique needs of underperforming groups is crucial for achieving equity and closing achievement gaps.

-15. Instructional Support (Actions 16-18, 24): The data reveals a complex picture of successes and challenges in meeting the district's educational goals. Action 2.16, which focused on Teacher Collaboration Days aimed at enhancing lesson design and differentiated instruction for English Learners (EL), has shown a mixed impact. While the survey data (M2.11) indicates a slight improvement, with 90% of teachers feeling the collaboration was beneficial in improving instructional strategies, this did not translate into consistent academic gains across all student groups. The iReady Diagnostic results (M2.7) show increases in reading and math for the overall student population, but EL students experienced a decrease in reading performance, though math scores slightly improved. This suggests that while teachers felt prepared, the strategies may not have fully addressed the specific needs of EL students in reading.

Action 2.17, which involved Teacher Induction designed to support new teachers focusing on low-income, EL, and foster youth students, appears effective, as reflected by a rise in teachers' confidence (93% in M2.12). While some gains were observed in math for EL students, reading scores decreased. This discrepancy points to a potential gap between teacher preparedness and the practical application of strategies to support EL students effectively.

Action 2.18, which provided Classroom Instructional Support by deploying instructional assistants to aid low-income and EL students, showed moderate growth in language and science according to the NWEA MAP Assessment (M2.9). However, math and reading outcomes have varied, especially for EL and socioeconomically disadvantaged (SED) students. This may suggest that while additional support provided some benefit, it was not substantial enough to significantly uplift academic performance across all areas.

Action 2.24 focused on Teacher Retention with the aim of lowering class sizes and increasing personalized attention yielded some positive results, particularly in SED students' reading and math performance. However, the data indicates mixed results in other areas, suggesting that while smaller class sizes may contribute positively, additional targeted strategies might be needed to address the diverse needs of all student groups, particularly EL and Students with Disabilities (SWD).

Overall, the substantive differences between planned actions and actual implementation highlight the complexity of educational interventions. The current actions appear partially effective.

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.

After reviewing progress and reflecting on prior implementation, we have determined that no changes will be made to Goal 2: Student Achievement. The current goal, metrics, and actions remain aligned with our commitment to improving academic outcomes for all students. Similar to Goal 1, we noted that our Foster Youth subgroup performed higher than in the baseline year. While this is a concern, we have decided to maintain our existing metrics for consistency and to allow for a more accurate trend analysis over time. Adjustments may be considered in future years based on ongoing performance data.

We will continue to focus our actions on supporting our identified differentiated assistance subgroups, including African American students, English Learners, students with disabilities, and foster youth. These efforts remain central to our goal of closing achievement gaps and ensuring that all students have access to high-quality instruction and support.

The following metrics have been changed according to the corresponding explanations:

-M2.1: Added LTEL baseline data (-134 dfs) and targeted outcome data (-124dfs) for CAASPP ELA Distance from Standard on the CA Dashboard. Targeted outcomes for Middle Schools for CAASPP ELA increased from -70 dfs to -67 dfs and High Schools from -32.2 dfs to -20 dfs.

-M2.2: Increased the following schools sub-groups targeted outcomes for CAASPP ELA: Smith SWD from 107.9 to 99.9 dfs, Grand Terrace EL from -79.4 to -75.0 dfs, Lewis EL from -70 to -38.3 dfs, Lewis SWD from -96.9 to -40.8 dfs, D'Arcy SWD from -120.8 to -107.6 dfs, Rogers SWD from -139.1 to -134.8 dfs, Sycamore Hills EL from -82.3 to -73.0 dfs, Zimmerman SWD from none listed to -105.8 dfs, BHS EL from -133.5 to 121.8 dfs, and Bloomington HS SWD from -158.4 to -132.0 dfs.

-M2.3: Added LTEL baseline data and Year 1 Outcome (-178.3 dfs) and targeted outcome data (-168.3 dfs) for CAASPP Math Distance from Standard on the CA Dashboard.

-M2.4: Increased the following schools sub-groups targeted outcomes for CAASPP Math: Birney SWD from -150.9 dfs to -126 dfs, Crestmore SWD from -108.7 dfs to -99.4 dfs, Smith SWD from -124.8 dfs to -95.7 dfs, Lewis EL from -95 dfs to -74.5 dfs, Lewis SWD from -114.3 dfs to -75.6 dfs, D'Arcy EL from -90.9 dfs to -80.5 dfs, D'Arcy SWD from -149.9 dfs to -120.2 dfs, Rogers SWD from -169.9 dfs, to -173.6 dfs, Sycamore Hills EL from -88.9 dfs to -73.0 dfs, Sycamore Hills SWD from -172 dfs to 166.3 dfs, Colton Middle EL from -145.4 dfs to -127.6 dfs, Colton Middle HY from -130.3 dfs to 108.2 dfs, Colton Middle Low Income from -103.6 dfs to -97.0 dfs, Colton Middle SWD from -194.2 dfs to -178.5 dfs, and Bloomington HS EL from -205.8 dfs to 200.4 dfs.

M2.5: Added LTEL baseline data and Year 1 outcome (82.6%) and targeted outcome data (84.6%) to the metric percentage of students who graduate high school.

M2.6: Increased the targeted outcome for Graduation Rates for Colton HS EL from 80.0% to 86.0% and Homeless Youth from 80.0% to 87.0%

M2.10: Established the baseline data and year 1 outcome (98%) and targeted outcome data (>97%) to the metric percentage of students on LCAP Survey who state they were provided or have access to a working chromebook or computing device at school.

M2.11: Established the baseline data and year 1 outcome (88.3%) and targeted outcome data (90%) to the metric survey percentage of teachers who felt the collaboration day helped to improve their instructional strategies that will lead to increased student achievement.

M2.12: Established the baseline data and year 1 outcome (91%) and targeted outcome data (93%) to the metric survey percentage of teachers participating in induction who felt the program improved their instructional strategies and delivery of lessons.

M2.13: Added LTEL baseline data and year 1 outcome (-20.4 dfs) and targeted outcome data (-18.4 dfs) to the metric CAST Science Met or Exceeded on CA Dashboard.

M2.14 Established the baseline data and year 1 outcome (80%) and targeted outcome data (82%) to the metric survey percentage of GATE students who felt their acceleration and enrichment activities created greater interest in lessons being taught.

M2.16: Added LTEL baseline data and year 1 outcome (11.97%) and targeted outcome data (13.97%) to the metric Early Assessment Program percentage of students met or exceeded math and English (11th grade) on CA Dashboard.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Arts (ELA) Support	The District will provide one additional ELA teacher at each middle school and high school (HS) and one HS ELA Teacher on Assignment (TOA) to provide intervention and support for low income, English Learner, and Foster Youth to provide smaller class sizes, interventions and support to increase outcomes in ELA. This action will be measured by M2.1, M2.2 and M2.16.	$1,372,956	Y
2.2	Mathematics (Math) Support	The District will provide one additional Math teacher at each middle school and high school (HS) and one HS Math Teacher on Assignment (TOA) to provide intervention and support for low income, English Learners, and Foster Youth to provide smaller class sizes, interventions and support to increase outcomes in Math. This action will be measured by M2.3, M2.4 and M2.16.	$1,393,773	Y
2.3	Summer School	The District will maintain the summer school programs at the middle and high schools including personnel and instructional materials to allow unduplicated students to take enrichment and remediation classes and supports increased outcomes in ELA and Math and increasing graduation rate. This action will be measured by M2.5 and M2.6.	$1,100,000	Y
2.4	Elementary instructional Support	Elementary sites will provide one TOA (18), instructional materials, and training to support interventions in Reading, math, and assessments for low income, English learners, and foster youth to improve outcomes in ELA and Mathematics This action will be measured by M2.7 and M2.8.	$3,588,770	Y
2.5	DIBELS Amplify Online	Elementary sites will provide the DIBELS Amplify Online Assessment and teacher release time to assess the reading proficiency and identify English Learners, foster youth, and low income students for intervention to increase Reading outcomes. This action will be measured by M2.8.	$131,241	Y

2.6	MS MESA	Middle School sites will provide MESA Teachers (4) and instructional materials to provide MESA courses to students to provide opportunities to focus on math skills and to improve mathematics outcomes for low income, English learners, and Foster Youth students. This action will be measured by M2.9 and M2.13.	$604,475	Y
2.7	Site/Department Support	The district will continue to support the direction of school sites based on their SPSA's and provide instructional materials to teachers to target the specific needs of their low income, English Learners, and foster youth with interventions, instructional materials, technology, assemblies and professional development for teachers to promote Low Income, English Learners, and Foster Youth student achievement. This action will be measured by M2.7 and M2.9.	$5,728,664	Y
2.8	NGSS/Math Materials	The district will provide secondary teachers supplementary instructional materials to enhance and support instruction principally directed to low-income, foster youth, English learners, and LTEL's to support improved math and science outcomes. This action will be measured by M2.9. and M2.13	$200,000	Y
2.9	Library Support	The district will provide library media technicians (26) at all sites and middle school librarians (4) to support literacy and increase access to the library for low income and English Learners to support student success in ELA. This action will be measured by M2.7 and M2.9.	$3,010,966	Y
2.10	Library: K-12 Library Materials	School Libraries will continue increasing both print and digital library resources and books in English and Spanish to provide increased access to reading materials for low income and English Learner students to support increased outcomes in ELA. This action will be measured by M2.7 and M2.9	$450,000	Y
2.11	Special Education: Middle school support	The district will provide two Special Education Teachers at select middle schools to provide equitable access to grade level curriculum for special education students to support special education student achievement as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$3,384,953	No

2.12	Special Education: Instructional Support	Pupil Personnel Services will provide Instructional Assistants (53) for 6-hours a day so they can support special education students with core academic content knowledge acquisition as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$4,704,766	No
2.13	Special Education: Instructional materials support	Special Education Teachers will purchase instructional materials for special education students to use in the classroom to support improved special education student outcomes in ELA and Mathematics as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$392,100	No
2.14	Student Technology	School sites will maintain current student to device ratios (1:1) to ensure equitable access to technological resources for all students but specifically targeting low income students. These technological resources are needed to support increased outcomes in ELA and Mathematics. This action will be measured by M2.7, M2.9, and M2.10.	$3,457,082	Y
2.15	Technology Support Staff	The District will provide Educational Technology Curriculum Program Specialists (4) and technology support staff (21) to assist teachers in integrating technology into lessons and support the use of instructional technology on school sites. This support is principally directed toward our low income, English Learner, and Foster Youth students and will support improved outcomes in ELA and Math. This action will be measured by M2.7, M2.9, and M2.10.	$1,944,007	Y
2.16	Teacher Collaboration Days	The district will provide teachers 2 non-student collaboration days in the school calendar without students, 1 collaboration day with a sub, and 1 collaboration day outside the school calendar to work with other teachers to focus on improved lesson design, and differentiated instructional strategies focused on improving outcomes in ELA and Math for English Learner and LTEL students. To address the needs of LTEL students, these days will include targeted collaboration on strategies such as scaffolding academic language, integrating language objectives into content instruction, and using data to inform differentiated lesson design. This action will be measured by M2.7, M2.9, and M2.11.	$2,665,481	Y

2.17	Teacher Induction	The district will continue to participate in an induction program to assist new teachers in their first 2 years of teaching around instructional planning and delivery to improve outcomes in ELA and Math principally directed toward low income, English Learners, and foster youth. This action will be measured by M2.7, M2.9, and M2.12	$223,301	Y
2.18	Classroom Instructional Support	School sites (TK-12) will provide instructional assistants (50) including paraprofessionals principally directed toward low income and English learner students to support core academic content and language acquisition to increase outcomes in ELA and Math. This action will be measured by M2.7 and M2.9	$2,270,880	Y
2.19	Alludo License	The district will provide teachers access to Alludo, a technology platform that stores the district's online professional learning program to support best first instruction to improve outcomes in ELA and Math for our English Learners, foster youth, and low income students. This action will be measured by M2.7 and M2.9	$63,425	Y
2.20	Elementary Illuminate	Elementary teachers will continue to utilize Illuminate to support elementary student assessment and interventions principally directed to our low income, English learners, and foster youth students to improve outcomes in ELA and Math This action will be measured by M2.7.	$176,487	Y
2.21	Science Fair Support	The district will continue to support implementation of NGSS standards and the engagement of English Learners, foster youth, and low income students to support increased outcomes in Science. This action will be measured by M2.13.	$50,000	Y
2.22	PSAT Testing for 8th grade	Middle School AVID teachers will provide the PSAT 8 to our 8th grade students to increase support for ELA and Math results. This is principally directed to our low income and English Learner students. This action will be measured by M2.9.	$25,000	Y
2.23	Gifted and Talented Education (GATE): Site and Teacher Support	The district will support sites in providing instructional materials and conducting co-curricular activities to increase outcomes in ELA and Math to support low income and English Learner students enrolled in the GATE program at elementary and middle school sites. This action will be measured by M2.7, M2.9 and M2.14	$141,723	Y

2.24	Teacher Retention	Retain elementary (8), middle school (21), and high school (31) teachers to lower class sizes, decrease combination classes, and increase one on 1 time for low income, English learners, and foster youth students to increase academic achievement in ELA and Math. This action will be measured by M2.7 and M2.9.	$1,533,830	Y
2.25	Equity & Achievement Support	The Design Plan Advisory and equity coordinator will support the work of the CJUSD Design Plan. This plan focuses on systems alignment and providing target support for student groups eligible for Differentiated Assistance support as well as principally directed towards Low income, English learners, and foster youth students. This action will support improving student academic achievement in ELA and Math. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$493,354	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	**Wellness.** Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional and academic needs while providing a safe environment to succeed.	Broad Goal

State Priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

CJUSD developed the Wellness goal to highlight the well-being of our students, encompassing their social, emotional, and academic requirements. Recognizing that students thrive academically when they feel secure, nurtured, and have their social and emotional needs addressed, this goal gains paramount importance, particularly amidst the ongoing challenges occurring after the pandemic. The metrics and actions grouped within this goal serve as a vital tool for the district and individual school sites to pinpoint students encountering difficulties. This facilitates the allocation of appropriate staffing, training, and resources essential for tailored interventions aimed at meeting the diverse needs of our students.

The Wellness goal focuses on providing programs, services, and equitable resources to our low income, foster youth, and English Learner students across the district supporting programs. interventions and resources needed to promote the social-emotional wellness of our students to better motivate and engage students to participate in school to close the achievement gap and keep students engaged in learning. Through the LCAP survey, community partner meetings, and student feedback meetings, wellness was a key topic to support our students and families.

Dashboard (2024) data on Chronic Absenteeism shows 23.6% of all students, 20.7% of English learners, 25.1% of low income students, and 28.6% of foster youth students were chronically absent. In addition, 4.3% of all students, 3.6% of English learners, 4.5% of low income students, and 9.6% of foster youth students were suspended from school. Finally, school climate survey data shows a score of 3.04 for Elementary, 2.86 for middle school, 2.86 for high school and 3.12 for alternative schools. This data demonstrates the need to focus on wellness factors to decrease these scores.

Based on requests for wellness activities and resources from our students, parents, classified and certificated staff and administrators in our LCAP meetings and through the annual LCAP survey, the actions and services listed in goal 3 were requested to continue and to support the overall wellness of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Pupil Suspension Rate on the CA School Dashboard District Level State Priority: 6	All: 5.2% EL: 4.8% SED: 5.4% FY: 8.6% SWD: 8.2% AA: 9% Elementary: 2.0% Middle School: 13.9% (all 2023) LTEL: 9.4% (2024)	All: 4.3% EL: 3.6% SED: 4.5% FY: 9.6% SWD: 7.0% AA: 9.4% Elementary: 1.8% Middle School: 10.7% LTEL: 9.4% (all 2024)	Available in 2026-27 LCAP	All: 4.3% EL: 4.0% SED: 4.7% FY: 7.5% SWD: 6.8% AA: 7.3% Elementary: 1.7% Middle School: 10% LTEL: 8.7% (all 2023)	All: -0.9% EL: -1.2% SED: .0.9% FY: +1.0% SWD: -1.2% AA: -0.4% Elementary: -0.2% Middle School: -3.2% LTEL: N/A (all 2024)

M3.2	Pupil Suspension Rate on the CA School Dashboard Site Level State Priority: 6	2022-23 Elementary **Cooley Ranch** SWD 9.3% **Crestmore** SWD 7.8% **Grand Terrace El.** WH. 6.7% **Terrace View** AA 8.9% Middle School **Colton MS** All 11.5% EL 17.1% LI 11.6% SWD 16.5% HI 10.9% **Ruth O. Harris** All 12.7% EL 22% HY 14.3% LI 14% SWD 19.8% HI 13.5% **Terrace Hills** All 12.6% EL17.9% HY 18.2% SWD 20.1% AA 26.2% High School **Bloomington HS** HY 10.3% SWD 12.6% WH 17.9% **Colton HS** AA 19.6% **Grand Terrace** HY 7.2% SWD 11.8% **Slover Mountain** All 7.4%	2023-24 Elementary **Cooley Ranch** SWD 8.2% **Crestmore** SWD 1.0% **Grand Terrace El.** WH. 1.7% **Terrace View** AA 0.0% Middle School **Colton MS** All 8.7% EL 9.3% LI 8.8% SWD 7.6% HI 8.9% **Ruth O. Harris** All 7.7% EL 5.0% HY 5.1% LI 8.1% SWD 7.3% HI 7.5% **Terrace Hills** All 9.3% EL12.0% HY 12.0% SWD 13.2% AA 14.8% High School **Bloomington HS** HY 5.7% SWD 7.9% WH 2.0% **Colton HS** AA 13.6% **Grand Terrace** HY 8.2% SWD 8.7% **Slover Mountain** All 11.0%		Elementary **Cooley Ranch** SWD 6.2% **Crestmore** SWD 3.0% **Grand Terrace El.** WH. 3.0% **Terrace View** AA 3.0% Middle School **Colton MS** All 7.2% EL 8.0% LI 8% SWD 7.0% HI 7.9% **Ruth O. Harris** All 7.0% EL 4.0% HY 5.0% LI 8% SWD 7.0% HI 7.0% **Terrace Hills** All 8% EL 11.0% HY 11.0% SWD 12.2% AA 13.8% High School **Bloomington HS** HY 6.0% SWD 6.0% WH 12.7% **Colton HS** AA 6.0% **Grand Terrace** HY 5.7% SWD 8.8%% **Slover Mountain** All 6.5%	2023-24 Elementary **Cooley Ranch** SWD -1.1% **Crestmore** SWD -6.8% **Grand Terrace El.** WH. -5.0% **Terrace View** AA -8.9% Middle School **Colton MS** All -3.8% EL -7.8% LI -2.8% SWD -8.9% HI -2.0% **Ruth O. Harris** All -5.0% EL -17.0% HY -9.2% LI -5.9% SWD -12.5% HI -5.0% **Terrace Hills** All -3.3% EL-5.9% HY -6.2% SWD -6.9% AA -11.4% High School **Bloomington HS** HY -4.6% SWD -4.7% WH -15.9% **Colton HS** AA -6.0% **Grand Terrace** HY +1.0% SWD -3.1% **Slover Mountain** All +3.6%

		LI 7.8% SWD 12.5% HI 7.5%	LI 10.9% SWD 16.3% HI 10.0%		LI 6.9% SWD 11.6% HI 6.6%	LI +3.1% SWD +3.85% HI +2.5%
M3.3	Expulsion Rate on data from the CJUSD Student Information System Local Metric State Priority: 6	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0% (all 2023)	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0% (all 2024)	Available in 2026-27 LCAP	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0%	All: 0% EL: 0% SED: 0% FY: 0% (all 2024)
M3.4	LCAP Survey percentage of students who feel there is a positive school environment on their campus. Local Metric State Priority: 6	All: 51% (2025 LCAP Survey)	All: 51% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: 60%	N/A
M3.5	Chronic Absenteeism (Dashboard) District Level State Priority: 5	All: 35% (2023) EL: 33.2% SED: 36.5% FY: 30.9% HY: 48% SWD: 43.3 AA: 38.2% (All 2023) LTEL: 21.0% (2024)	All: 23.6% (2024) EL: 20.7% SED: 25.1% FY: 28.6% HY: 34.3% SWD: 30.7% AA: 29.4% LTEL: 21.0% (All 2024)	Available in 2026-27 LCAP	All: 20% EL: 20% SED: 21% FY: 20% HY: 25% SWD: 25% AA: 22% LTEL: 18.0% (All 2023)	All: -11.4% (2024) EL: -12.5% SED: -11.4% FY: -2.3% HY: -13.7% SWD: -12.6% AA: -8.8% LTEL: N/A (All 2024)

M3.6	Chronic Absenteeism (Dashboard) Site Level State Priority: 5	2022-23 Elementary **Smith** HY 50.8% **Reche Canyon** SWD 51.4% AA 46.2% **Grant** SWD 58.4% McKinley HY 55.4% Middle **Colton MS** All 31.2% EL 30.2% HY 37.5% LI 31.8% SWD 42% HI 30.7% **Baca** SWD 44.7% **Ruth O. Harris** All 28% EL 35.9% LI 30% AA 24.4% HI 29% **Terrace Hills** AA 41.3% WH 30.6%	2023-24 Elementary **Smith** HY 35.6% **Reche Canyon** SWD 36.3% AA 32.6% **Grant** SWD 43.9% McKinley HY 49.3% Middle **Colton MS** All 19.7% EL 13.5% HY 24.2% LI 20.5% SWD 23.3% HI 19.1% **Baca** SWD 28.1% **Ruth O. Harris** All 17.6% EL 18.6% LI 19.1% AA 18.4% HI 19.1% **Terrace Hills** AA 18.4% WH 30.8%		Elementary **Smith** HY 49.3:% **Reche Canyon** SWD 21% AA 16% **Grant** SWD 20.0% **McKinley** HY 45% Middle **Colton MS** All 9.9% EL 10% HY 20.1% LI 9.9% SWD 22% HI 10% **Baca** SWD 10% **Ruth O. Harris** All 5% EL 5.0% LI 5% AA 2.5% HI 5% **Terrace Hills** AA 18.0% WH 29.1%	2023-24 Elementary **Smith** HY -15.2% **Reche Canyon** SWD -15.1% AA -13.6% **Grant** SWD -14.5% McKinley HY -6.1% Middle **Colton MS** All -11.5% EL -16.7% HY -13.3% LI -11.3% SWD -8.7% HI -11.6% **Baca** SWD -16.6% **Ruth O. Harris** All -10.4% EL -17.3% LI -10.9% AA -6.0% HI -9.9% **Terrace Hills** AA -22.9% WH +0.2%

M3.7	Drop-out Rate High School & Middle School Local Metric State Priority: 5	High School (all 2023): All: 9.9% EL: 5.6% SED: 3.0% FY: 0% Middle School: All: .03% EL: 0.6% SED: 0.6% FY: 0%	High School (all 2024): All: 1.6% EL: 5.0% SED: 2.4% FY: 0% Middle School: All: 0.1% EL: 0.2% SED: 0.1% FY: 0%	Available in 2026-27 LCAP	High School All: 1.5% EL: 5.0% SED: 2.3% FY: 0% Middle School: All: <1% EL: <1% SED: <1% FY: <1%	High School (all 2023): All: -8.3% EL: -0.6% SED: -0.6% FY: 0% Middle School: All: 0.2% EL: 0.4% SED: 0.5% FY: 0%
M3.8	LCAP Survey percentage of students who believe they are treated respectfully by adults on campus. Local Metric State Priority: 6	All: 71% (2025 LCAP Survey)	All: 71% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: 75%	N/A

M3.9	Site Attendance Rates Local Metric State Priority: 5	All: 91.74% EL: 91.5% SED: 91.56% FY: 91.54% HY: 88.71% SWD: 89.6% Elementary: 91.84% (all 2022-23)	All: 93.21% EL: 93.27% SED: 93.09% FY: 94.36% HY: 90.93% SWD: 91.29% Elementary: 93.14% (all 2023-24)	Available in 2026-27 LCAP	All: 94.0% EL: 93.65% SED: 93.70% FY: 93.68% HY: 93.71% SWD: 94.60% Elementary: 91.84%	All: +1.47% EL: +1.77% SED: +1.53% FY: +2.82% HY: +2.22% SWD: +1.69% Elementary: +1.3% (all 2023-24)
M3.10	Survey: % of parents/students that responded to survey that resources/services provided to low income and foster youth students provide support to keep their students in school. Local Metric State Priority: 5	All: 99% (students) All: 96% (parents) (2025 Student Services Survey)	All: 99% (students) All: 96% (parents) (2025 Student Services Survey)	Available in 2026-27 LCAP	All: >98% (students) All: >98% (parents)	N/A
M3.11	PBIS School Climate Survey on a scale of 1-4. Local Metric State Priority: 6	(All 2023-24) Elementary: 3.05 Middle School: 2.87 High School: 2.86 Alt Ed: 3.17	(All 2024-25) Elementary: 3.04 Middle School: 2.86 High School: 2.86 Alt Ed: 3.12	Available in 2026-27 LCAP	Elementary: >3.0 Middle School: >3.0 High School: >3.0 Alt Ed: >3.0	Elementary: -.01 Middle School: 2.86 High School: -.01 Alt Ed: -.05

M3.12	Survey: Percentage of students who received mental health services that agree that receiving help made them feel happier about coming to school and made me think about school in a better way. Local Metric State Priority: 6	All: 68.3% (2025 Student Exit Surveys)	All: 68.3% (2025 Student Exit Surveys)	Available in 2026-27 LCAP	All: 70.3%	N/A
M3.13	LCAP Survey: % of students seen in the health office where their needs were met to return to class/school. Local Metric State Priority: 6	All: 62% (2025 LCAP Survey)	All: 62% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: 65%	N/A

M3.14	Percentage on the tiered fidelity inventory for Tier 1-3 which demonstrates full implementation of PBIS. Local Metric State Priority: 5, 6	4 schools with 70% in 1 Tier 9 schools with 70% in 2 Tiers 14 schools with 70% in 3 Tiers (2024-25)	4 schools with 70% in 1 Tier 9 schools with 70% in 2 Tiers 14 schools with 70% in 3 Tiers (2024-25)	Available in 2026-27 LCAP	0 schools with 70% in 1 Tier 12 schools with 70% in 2 Tiers 15 schools with 70% in 3 Tiers	N/A
M3.15	LCAP Survey: % of parents/students who agree riding the bus to school supports the student's ability to attend school. Local Metric State Priority: 6	All: 73% (2025 LCAP Survey)	All: 73% (2025 LCAP Survey)	Available in 2026-27 LCAP	All: 76%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

-1. PBIS (Actions 1-4): The implementation of the PBIS (Positive Behavioral Interventions and Supports) actions was carried out as planned, with no significant differences between the planned actions and actual implementation. The district continued to focus on improving student behaviors, particularly for low-income, English learner, and foster youth students, in order to reduce suspensions and expulsions. The school sites successfully implemented various components of the PBIS framework and provided additional support through assistant principals, learning specialists, and PBIS aides. Key successes of the implementation include a noticeable improvement in suspension rates across all student groups. For example, the overall suspension rate decreased from 5.2% in 2023 to 4.3% in 2024. Specific groups such as English Learners and Students with Disabilities also showed significant improvements. Similarly, chronic absenteeism rates improved, with the overall rate dropping from 35% in 2023 to 23.6% in 2024, highlighting a positive impact on student attendance. Other successes include initiatives like the student backpack giveaway day, which supported students with necessary school supplies, and the provision of resources for foster youth families, helping to keep students in school. Additionally, the support provided by PBIS aides at elementary and middle schools contributed to a healthier school climate and helped maintain a focus on behavior improvement. Challenges included the difficulty in hiring enough PBIS aides to fully implement the program at all sites, which impacted the ability to provide consistent support across the district. Despite this challenge, the overall implementation was largely successful, with substantial improvements in student behavior, attendance, and engagement, particularly for the targeted student groups.

-2. Physical & Mental Health (Actions 5-8): The implementation of the Physical & Mental Health support actions, including Mental Health Student Support, Site Support, Activity Centers, and Comprehensive School Counseling, was carried out as planned, with no significant differences between the planned actions and actual implementation. The district focused on improving student well-being and engagement by providing robust mental health and physical health services across school sites, particularly targeting low-income, English Learner, and foster youth students. Key successes include improved attendance rates, which rose from 91.74% in 2022-23 to 93.21% in 2023-24 for all students. Additionally, chronic absenteeism saw a significant reduction, with the overall rate decreasing from 35% in 2023 to 23.6% in 2024, indicating improved student engagement and support. These improvements reflect the positive impact of the district's health and counseling services on student participation and school attendance. Another success was the comprehensive mental health program, which included a partnership with local colleges to provide over 20 interns who supported students, families, and staff. This program contributed to the overall enhancement of mental health services at school sites. The implementation of wellness centers at high schools and activity centers at elementary schools further supported students' mental and physical health, offering spaces for relaxation, counseling, and engagement in constructive activities. Despite the overall success, the challenges included ensuring sufficient resources and coordination for mental health services across all sites and addressing the varying needs of students. However, the partnership with local colleges and the development of wellness and activity centers were instrumental in addressing these needs and providing essential support for students.

-3. Home-to-School Transportation (Action 9): The implementation of the Home-to-School Transportation program, directed primarily at low-income and foster youth students, was carried out as planned, with no significant differences between the planned actions and actual

implementation. The district successfully provided transportation services aimed at reducing absenteeism, particularly for students who face barriers to getting to school. Key successes include improvements in attendance rates, which increased from 91.74% in 2022-23 to 93.21% in 2023-24 for all students. Chronic absenteeism also decreased significantly, dropping from 35% in 2023 to 23.6% in 2024, with notable reductions among specific student groups. For example, English Learners reduced chronic absenteeism from 33.2% to 20.7%, and Foster Youth reduced it from 30.9% to 28.6%. These positive trends suggest that the provision of transportation has contributed to improved student attendance and engagement. While the program's success in supporting students' attendance is evident, one ongoing challenge was the shortage of bus drivers, which affected the district's ability to fully optimize the transportation service. This issue has impacted the consistency and timeliness of transportation services, and the district continues to work on solutions to address the shortage.

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 3 Wellness there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 3 Action1: PBIS Student Support was under-budget due to other funding sources being used for these costs.

Goal 3 Action 3: Foster & Low Income Support Services were under-budget due to resources provided outside of LCAP to support the needed actions and services.

Goal 3 Action 4: PBIS Aides was over-budget due to the increasing number of hours needed for support at some sites.

Goal 3 Action 5: Physical & Mental Health: Mental Health Student Support was over-budget due to a 2.5% off contract salary increase.

Goal 3 Actions 2, 6-9, did not have material differences in budgeted expenditures and estimated actual expenditures.

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

-1. PBIS Student Support (Action 1): The analysis of the suspension data indicates that Action 1: PBIS: Student Support has been largely effective in reducing suspension rates across various student groups and educational levels. Overall, the pupil suspension rate decreased from 5.2% to 4.3%, with notable improvements for English Learners (EL) from 4.8% to 3.6% and Socioeconomically Disadvantaged (SED) students from 5.4% to 4.5%. However, the Foster Youth (FY) group saw an increase from 8.6% to 9.6%. Elementary schools showed a slight decrease from 2.0% to 1.8%, while middle schools exhibited a significant reduction from 13.9% to 10.7%. At the site level, remarkable progress is observed, such as Crestmore Elementary's SWD group dropping from 7.8% to 1.0% and Terrace View's AA group achieving a reduction from 8.9% to 0.0%. Middle schools like Colton and Ruth O. Harris also demonstrated substantial improvements, though Terrace Hills' AA group remains high at 14.8%. High schools saw decreases, particularly at Colton High School (AA) from 19.6% to 13.6%. Expulsion rates remain consistently low across the district. Baseline LCAP Survey (2025) results showed 51% of students felt there is a positive school environment on their campus. While PBIS: Student Support is effective overall, further efforts are necessary to address the needs of specific groups, such as FY and AA at certain sites, to ensure progress.

-2. PBIS Intervention Support (Action 2): The analysis of chronic absenteeism data reveals that Action 2: PBIS: Intervention Support has been significantly effective in enhancing student wellness and reducing absenteeism rates across various student groups and sites. The overall chronic absenteeism rate decreased from 35% to 23.6%, with notable reductions among English Learners (EL) from 33.2% to 20.7%, Socioeconomically Disadvantaged (SED) from 36.5% to 25.1%, and Students with Disabilities (SWD) from 43.3% to 30.7%. However, while Foster Youth (FY) and Homeless Youth (HY) also saw improvements, their rates remain relatively high at 28.6% and 34.3%, respectively, indicating a need for continued support. At the site level, elementary schools such as Smith and Reche Canyon showed substantial improvements, particularly for HY and SWD. Middle schools like Colton MS and Ruth O. Harris also demonstrated significant progress, with reductions across various student groups. The dropout rates for high schools decreased from 9.9% to 1.6%, further evidencing the success of the intervention. Additionally, the LCAP Survey baseline indicates that 71% of students feel respected by adults, contributing to a positive school climate.

-3. PBIS Foster & Low Income Support Services (Action 3): The analysis of chronic absenteeism and attendance rates demonstrates that Action 3: Foster and Low Income Students has been effective in promoting student wellness and improving attendance. The chronic absenteeism showed a decrease from baseline data indicating high rates across various student groups, with a district-wide rate going from 35% to 23.6%, for foster youth from 30.9% to 28.6%, and for low income from 36.5% to 25.1%. In addition, the implementation of targeted support for Foster Youth (FY) and Low Income (SED) students has contributed to notable improvements in positive attendance rates. Overall attendance increased from 91.74% to 93.21%, with significant gains for English Learners (EL) from 91.5% to 93.27%, SED from 91.56% to 93.09%, and FY from 91.54% to 94.36%. Homeless Youth (HY) and Students with Disabilities (SWD) also saw improvements, rising to 90.93% and 91.29%, respectively. Elementary schools experienced an increase from 91.84% to 93.14%. Additionally, baseline results from the Student Services Survey shows 99% of students and 96% of parents agree that resources/services provided to low income and foster youth students provide support to keep their students in school. These improvements reflect the effectiveness of interventions targeting attendance barriers and providing support to Foster and Low Income students, fostering a more inclusive and supportive school environment.

-4. PBIS Aides (Action 4): The evaluation of suspension rates and the PBIS School Climate Survey suggests that Action 4 PBIS Aides has had a positive influence on student wellness. The overall suspension rate decreased from 5.2% to 4.3%, with notable reductions for English Learners (EL) from 4.8% to 3.6% and Socioeconomically Disadvantaged (SED) students from 5.4% to 4.5%. However, the suspension rate for Foster Youth (FY) increased slightly from 8.6% to 9.6%, indicating a need for more targeted interventions for this group. Middle schools experienced a significant decline in suspension rates from 13.9% to 10.7%, reflecting the positive impact of PBIS Aides in these settings. The PBIS School Climate Survey scores remained relatively stable, with slight decreases in elementary (3.05 to 3.04), alternative education settings (3.17 to 3.12) and middle school (2.87) and unchanged scores in high schools (2.86). These results suggest that while PBIS Aides have contributed to reducing suspension rates and maintaining a generally positive school climate, continued efforts are needed to address specific challenges.

-5. Physical & Mental Health: Mental Health Student Support (Action 5): The 2024-25 Student Exit Surveys indicated 68.3% of student agreed the mental health services received made them feel happier about coming to school and made them think about school in a positive way. The assessment of site attendance rates indicates that Mental Health Student Supports have been effective in promoting student

wellness and improving overall attendance. The district-wide attendance rate increased from 91.74% to 93.21%, highlighting the positive impact of mental health support interventions. English Learners (EL) and Socioeconomically Disadvantaged (SED) students experienced notable improvements in attendance, rising from 91.5% to 93.27% and 91.56% to 93.09%, respectively. Foster Youth (FY) showed a significant increase from 91.54% to 94.36%, indicating that targeted mental health support effectively addressed barriers to attendance for this group. Homeless Youth (HY) and Students with Disabilities (SWD) also saw attendance gains, improving to 90.93% and 91.29%, respectively. Elementary schools experienced an increase from 91.84% to 93.14%. These gains suggest that mental health services have positively influenced students' ability to engage with their education, fostering a supportive and inclusive environment.

-6. Physical & Mental Health: Site Support (Action 6): The analysis of chronic absenteeism data highlights the effectiveness of Action 6: Mental Health Site Support in promoting student wellness and reducing absenteeism. The overall chronic absenteeism rate decreased significantly from 35% to 23.6%, showcasing the positive impact of enhanced mental health support at school sites. English Learners (EL) improved from 33.2% to 20.7%, and Socioeconomically Disadvantaged (SED) students from 36.5% to 25.1%. Foster Youth (FY) and Homeless Youth (HY) also saw reductions. Students with Disabilities (SWD) improved from 43.3% to 30.7%, and African American (AA) students from 38.2% to 29.4%. The LCAP Survey baseline reveals that 62% of students who visited the health office felt their needs were met, enabling them to return to class, which reflects positively on the support services provided. Overall, Mental Health Site Support has been effective in addressing barriers to attendance and fostering a supportive school environment.

-7. Physical & Mental Health: Activity Centers (Action 7): The evaluation of site attendance rates and the PBIS School Climate Survey indicates that Action 7 Activity Centers has been effective in promoting student wellness and enhancing school engagement. The overall attendance rate improved from 91.74% to 93.21%, with notable increases among English Learners (EL) from 91.5% to 93.27%, Socioeconomically Disadvantaged (SED) students from 91.56% to 93.09%, and Foster Youth (FY) from 91.54% to 94.36%. Homeless Youth (HY) and Students with Disabilities (SWD) also saw improvements, with attendance rising to 90.93% and 91.29%, respectively. Elementary schools experienced an increase from 91.84% to 93.14%. These gains suggest that Activity Centers have successfully created supportive environments that encourage student attendance and participation. The PBIS School Climate Survey scores remained relatively stable, with slight decreases in elementary and alternative education settings, indicating areas for further review.

-8. Physical & Mental Health: Comprehensive School Counseling (Action 8): The baseline data for the Tiered Fidelity Inventory indicates that Action 8 Comprehensive School Counseling is on the path toward effectively supporting student wellness through the implementation of PBIS across multiple tiers. Currently, 14 schools have achieved 70% fidelity in all three tiers, demonstrating a robust and comprehensive application of the PBIS framework. This indicates that a majority of schools are successfully integrating PBIS strategies to support a positive school climate and address student needs at varying levels of intervention. Additionally, nine schools have reached 70% fidelity in two tiers, while four schools have achieved this in one tier. These results suggest that while significant progress has been made in implementing comprehensive counseling and support systems, further efforts are needed to ensure that all schools reach full implementation across all tiers.

-9. Home-to-School Transportation (Action 9): The data suggests that Action 9: Home to School Transportation has positively impacted student wellness by improving attendance and reducing chronic absenteeism. The chronic absenteeism rate across all students decreased significantly from 35% to 23.6%, with notable improvements among English Learners (EL) from 33.2% to 20.7%, and Socioeconomically Disadvantaged (SED) students from 36.5% to 25.1%. Foster Youth (FY) improved from 30.9% to 28.6%, and Homeless Youth (HY) saw a

reduction from 48% to 34.3%. The overall site attendance rate increased from 91.74% to 93.21%, with Foster Youth attendance notably rising to 94.36%. These improvements indicate that enhanced transportation services have played a crucial role in facilitating students' ability to attend school consistently. Additionally, the LCAP Survey reveals that 73% of parents and students agree that riding the bus supports school attendance, further validating the effectiveness of this action.

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.

Upon reflection of our implementation and outcomes, we have determined that no changes will be made to Goal 3: Wellness. The current metrics continue to align with the listed actions and effectively support the overall goal although minor changes were made to some metrics listed below. They also provide a framework for continued growth in supporting student wellness. Many performance indicators tied to this goal showed improvement over the past year, suggesting that our strategies are having a positive impact.

The following metrics have been changed according to the corresponding explanations:

-M3.1: Added LTEL baseline data and year 1 outcome (9.4%) and targeted outcome data (8.7%) to the metric Pupil Suspension Rate on the CA School Dashboard.

-M3.2: Decreased the following schools sub-groups targeted outcomes for Pupil Suspension Rate: Crestmore SWD from 6.9% to 3.0%, Grand Terrace WH from 6% to 3%, Terrace View AA from 5.9% to 3.0%, Colton Middle EL from 11.4% to 8.0%, Colton Middle SWD from 12% to 7.0%, Ruth O. Harris Middle (RHMS) All from 8% to 7.0%, RHMS EL from 8% to 4%, RHMS HY from 8% to 5%, RHMS SWD from 8% to 7%, RHMS HI from 8% to 7%, Terrace Hills Middle (THMS) EL from 17% to 11%, THMS HY from 17.3% to 11%, THMS SWD from 18.6% to 12.2% and THMS AA from 25.3% to 13.8%, Bloomington HS HY from 6.0% to 5.5%, Bloomington HS WH from 12.7% to 5%, and Grand Terrace HS SWD from 8.8% to 8.5% Added LTEL subgroup metric for baseline, year 1 outcome and targeted outcome data for SMHS.

-M3.4: Established the baseline data and year 1 outcome (51%) and targeted outcome data (60%) for the survey percentage of students who feel there is a positive school environment on their campus.

-M3.5: Added LTEL baseline data and year 1 outcome (21.0%) and targeted outcome data (18.0%) to the metric Chronic Absenteeism.

-M3.6: Decreased the following schools sub-groups targeted outcomes for Chronic Absenteeism: McKinley HY from 53% to 45%, Colton Middle SWD from 33% to 22%, and Terrace Hills MS AA from 39.8% to 18%.

-M3.7: Decreased the following District level subgroups targeted outcomes for Drop-Out Rate: All from 8.4% to 1.5% and SED from 2.5% to 2.3%.

-M3.8: Established the baseline data and year 1 outcome (71%) and targeted outcome data (75%) for the survey percentage of students who believe they are treated respectfully by adults on campus.

-M3.10: Established the baseline data and year 1 outcome (99% students, 96% parents) for survey percentage of parents/students that agreed resources/services provided to low income and foster youth students provide support to keep their students in school.

-M3.12: Established the baseline data and year 1 outcome (68.3%) and targeted outcome data (70.3%) for the percentage of students who received mental health services that agree that receiving help made them feel happier about coming to school and made them think about school in a better way based on responses to the Student Exit Surveys.

-M3.13: Established the baseline data and year 1 outcome (62%) and targeted outcome (65%) for the survey percentage of students seen in the health office where their needs were met to return to class/school.

-M3.14: Established the baseline data and year 1 outcome (4 with 70% Tier 1, 9 with 70% 2 Tiers, 14 with 70% in 3 Tiers) and targeted outcomes (0 with 70% in Tier 1, 12 with 70% in Tier 2, and 15 with 70% in Tier 3) for the percentage on the tiered fidelity inventory for Tier 1-3 which demonstrates full implementation of PBIS.

-M3.15: Established the baseline data and year 1 outcome (73%) and targeted outcome (76%) for the survey percentage of parents/students who agree riding the bus to school support the student's ability to attend school.

One clarification to note is that while Action 3.7—Physical & Mental Health, Activity Centers—remains listed in the LCAP and continues to be implemented, it is no longer contributing or funded through LCAP resources.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PBIS: Student Support	School sites will continue the components of the PBIS Framework principally directed to our low income, English Learners, and foster youth to focus on improving student behaviors which will in turn decrease suspensions and expulsions. This action will be measured by M3.1, M3.2, M3.3, and M3.4.	$486,790	Y
3.2	PBIS: Intervention Support	The District will provide school sites with full-time assistant principals or learning specialists based on enrollment to provide interventions and support for low income, English Learners, and foster youth to increase attendance and decrease the dropout rate. This action will be measured by M3.5, M3.6, M3.7, and M3.8.	$6,911,753	Y
3.3	PBIS: Foster & Low Income Support Services	Student Services will provide low income and foster youth families with resources and connections to support services designed to keep their students in school thereby increasing attendance and decreasing the drop-out rate. This action will be measured by M3.5, M3.9, and M3.10	$100,000	Y
3.4	PBIS Aides	Elementary and Middle School sites will provide PBIS aides and support with professional learning on PBIS strategies principally directed to support English Learners, low income and foster youth students to decrease suspensions and maintain a healthy school climate. This action will be measured by M3.1 and M3.11	$1,477,335	Y
3.5	Physical & Mental Health: Mental Health Student Support	Student Services will provide a licensed clinical supervisor who will serve as the mental health director (1) and Clinical Therapists (2.3) to support low income, English Learner and foster youth students at school sites focusing on student wellness and mental health to increase attendance at school. This action will be measured by M3.9 and M3.12.	$841,122	Y

3.6	Physical & Mental Health: Site Support	The district will maintain on-site school nurses (8), health assistants (30), and psychologist stipends (18) principally directed to our low income, English learners, and foster youth students to support student physical and mental health and to increase attendance and decrease chronic absenteeism. This action will be measured by M3.5 and M3.13.	$3,481,374	Y
3.7	Physical & Mental Health: Activity Centers (No longer funded using LCAP in 2025-26)	Elementary school sites will provide activity centers that include equipment and fitness areas that are principally directed to low income, English learners, and foster youth to support wellness and improve attendance and school climate. This action will be measured by M3.9 and M3.11.	$0.00	N
3.8	Physical & Mental Health: Comprehensive School Counseling	The District will maintain elementary counselors, middle school counselors, and high school counselors at school sites to support low income, English learners, and foster youth to address barriers and improve outcomes with PBIS Frameworks focusing on increased attendance and Tier 2 and Tier 3 supports. This action will be measured by M3.14.	$2,998,087	Y
3.9	Home-to-School Transportation	Principally directed and effective for low income and foster youth students, the district will provide home to school transportation to provide decreased absenteeism. This action will be measured by M3.5, M3.9, and M3.15	$10,948,349	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Family and Community Engagement: Encourage and promote parent, family and community engagement in the education process, providing opportunities for active input in decision making.	Broad Goal

State Priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

CJUSD established the Family and Community Engagement goal with the aim of enhancing the participation of families and the broader community in the educational endeavors of the district. This goal is geared towards fostering involvement and communication channels between families, community members, and the district, ensuring mutual understanding of needs and facilitating targeted support where necessary. Moreover, this goal enables the district to address the growing demand for effective communication with our families and other educational partners. The outlined actions and metrics are designed to drive progress towards increased active participation in decision-making processes through meaningful family and community engagement.

The Family and Community goal focuses on providing opportunities, resources, and support to our low income, foster youth, and English Learner students across the district supporting parent and community engagement in meetings and workshops across the district as well as opportunities to learn skills to support their students as they progress through their educational years in CJUSD.

Data from the LCAP Survey and parent meetings across the district focus on a need for continued improvement in the areas of communication and support for helping their students. Based on these requests the following actions and services in Goal 4 will be continued so we can continue to improve communication with our parents and community and offer programs or workshops to help support their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Average attendance at District Parent/Community Meetings seeking input in decision making, programs for unduplicated pupils, and programs for individuals with exceptional needs. Local Metric State Priority: 3	DPAC: 52 DELAC: 66 AAPAC: 12 LCAP: 23 Comm Cab: 81 Special Ed Parent Nights: 10 GATE Parent Nights: 64 Dual Immersion Parent Network: 40 (all 2023-24)	DPAC: 92 DELAC: 70 AAPAC: 25 LCAP: 29 Comm Cab: 163 Special Ed Parent Nights: 12 GATE Parent Nights: 130 families Dual Immersion Parent Network: 60 (all 2024-25)	Available in 2026-27 LCAP	DPAC: 60 DELAC: 75 AAPAC: 20 LCAP: 25 Community Cabinet: 90 Special Ed Parent Nights: 70 Gate Parent Nights: 70 Dual Immersion Parent Network: 45	DPAC: +40 DELAC: +4 AAPAC: +13 LCAP: +6 Comm Cab: +82 Special Ed Parent Nights: +2 GATE Parent Nights:+66 families Dual Immersion Parent Network: +20
M4.2	Parent/community involvement in District workshops to support parent involvement in district programs including programs for unduplicated and exceptional needs students. Local Metric State Priority: 3	1,585 parents (2023-24)	1,844 parents (2024-25)	Available in 2026-27 LCAP	1600 parents	+259 parents

M4.3	Meeting/Workshop Survey: Information from today's meeting/workshop increased my knowledge to support my student in school. Local Metric State Priority: 3	All: 96% (2024-2025)	All: 96% (2024-2025)	Available in 2026-27 LCAP	All: 97%	N/A
M4.4	Home visits made by community liaisons during the school year. Local Metric State Priority: 3	All: 385 Visits (2024-25)	All: 385 Visits (2024-25)	Available in 2026-27 LCAP	All: 400 Visits (2024-25)	N/A
M4.5	Cumulative "Reach" in Meta Business Suite. Local Metric State Priority: 3	374,400 Reach (2024-25)	374,400 Reach (2024-25)	Available in 2026-27 LCAP	400,000 Reach	N/A
M4.6	Rate of Community Cabinet attendees responding with a 4 or 5 to the question: How would you rate today's event? Local Metric State Priority: 3	All: 88% (Community Cabinet Satisfaction Survey 2024-25)	All: 88% (Community Cabinet Satisfaction Survey 2024-25)	Available in 2026-27 LCAP	All: 90% (Community Cabinet Satisfaction Survey)	N/A

M4.7	Documents translated and meetings attended by translators. Local Metric State Priority: 3	1087 documents 38 meetings (2024-25)	1087 documents 38 meetings (2024-25)	Available in 2026-27 LCAP	1100 documents 45 meetings	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

-1. Family & Community Engagement (Actions 1, 3 and 4): The Family & Community Engagement Workshops/Meetings, Family & Community Resources initiatives and Family and Community Engagement: Communications were implemented as planned, with no significant deviations from the original actions. These programs aimed to increase parental and community engagement, particularly among low-income, English Learners (EL), Long-Term English Learners (LTELs), and foster youth students, with the goal of supporting student engagement and decreasing chronic absenteeism. Key successes include the revitalization of the Community Cabinet, which is now more focused on the district's design plan goals and student success. This has led to improved community attendance at various events. Additionally, there has been a continued emphasis on enhancing parent workshops and providing greater support for parents, especially through the efforts of the newly hired Equity Coordinator, who has been instrumental in organizing and running parent meetings and workshops to ensure higher attendance and better support. Another success was the combining of AAPAC (African American Parent Advisory Council) and DELAC (District English Learner Advisory Committee) on family field trips, fostering greater collaboration among families and providing more opportunities for engagement. DELAC meetings have remained well-attended, signaling strong parent involvement in supporting English Learners. The district also continued to provide essential resources for low-income, EL, and foster youth students, such as the student backpack giveaway day, which helped meet the unique needs of these unduplicated students. A challenge, however, may still lie in maintaining and expanding these programs to reach even more families and ensure continued high levels of engagement.

-2. Communications (Action 2 and 5): The Family & Community Resources and Family & Community Engagement: Multilingual Services initiatives were implemented as planned, with no significant deviations from the original actions. These actions focused on maintaining community liaisons and providing translation services to support low-income, foster youth, and English Learner (EL) families, with the overarching goal of increasing community engagement and decreasing chronic absenteeism. Key successes included providing support for foster youth and low-income families through the work of community liaisons. These liaisons helped meet the unique needs of unduplicated students and fostered stronger connections between families and the district. Additionally, the translation services offered by the district's team of interpreters and translators (4) played a crucial role in ensuring effective communication with English Learner families. This support allowed for greater participation of EL families in parent meetings and workshops, which directly contributed to increased student engagement. The district also improved communication channels by ensuring that information was available in both Spanish and English, which enhanced accessibility for non-English-speaking families. To further increase engagement, the district utilized various platforms such as social media, email, podcasts, and videos to communicate important updates and information to families. These efforts helped bridge communication gaps and ensure that families were informed and involved in their children's education. While there were many successes in improving communication and engagement, a challenge remains in continually adapting to the diverse needs of the community and ensuring that all families feel equally supported.

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 4 Family and Community Engagement there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 4 Action 1: Family & Community Engagement Workshops/Meetings was under-budget due to other funding sources used for this action.

Goal 4 Action 2: Multilingual Family & Community Communication was over-budget due to negotiated increases in bilingual stipends.

Goal 4 Action 3: Family and Community Resources were under-budget due to resignations throughout the year and positions going unfilled while the interview process was occurring.

Goal 4 Action 4: Family & Community Engagement: Communications was over-budget due to negotiated 2.5 percent off contract salary increase for 2024-25.

Goal 4 Action 5: Did not have material differences in budgeted expenditures and estimated actual expenditures.

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

Over the first year of this LCAP cycle, the effectiveness of the specific actions toward achieving Goal 4 which focuses on student wellness, varied across the different actions:

-1. Family & Community Engagement: Workshops/Meetings (Action 1): Based on the data, Action 4.1 has been effective in increasing engagement in district meetings and workshops. Attendance at district meetings, such as DPAC, Comm Cab, and GATE Parent Nights, showed significant increases, indicating success in boosting participation. For example, DPAC attendance rose from 52 to 92, and Comm Cab more than doubled from 81 to 163, reflecting effective strategies to involve educational partners. Similarly, parent involvement in workshops grew from 1,585 to 1,844, showing enhanced outreach efforts. Additionally, the consistent 96% satisfaction rate in the meeting/workshop survey suggests that these sessions effectively provide parents with knowledge to support their students. Overall, Action 4.1 appears to be effective in fostering engagement and satisfaction among educational partners.

-2. Multilingual Family & Community Communication (Action 2): Action 4.2 focuses on enhancing parent and community involvement in district meetings and workshops. The data indicates positive trends in this area. For M4.1, there are notable increases in attendance at district meetings, including a rise in DPAC from 52 to 92 and Comm Cab from 81 to 163. This demonstrates successful engagement initiatives. The increase in AAPAC attendance from 12 to 25 and LCAP from 23 to 29 further highlights improved participation. For M4.2, parent/community involvement in workshops rose from 1,585 to 1,844 parents, suggesting that Action 4.2 has effectively encouraged more parents to participate in district programs. These increases reflect successful outreach and engagement strategies, indicating that Action 4.2 is effectively fostering greater involvement from educational partners.

-3. Family & Community Resources (Action 3): This action, which involves community liaisons supporting our unduplicated students, appears to have had a positive impact on reducing chronic absenteeism. During the 2024-25 school year, 385 home visits were conducted, contributing to a decrease in overall chronic absenteeism from 35% in 2023 to 23.6% in 2024. Significant improvements were observed among various student groups, with EL absenteeism dropping from 33.2% to 20.7%, SED from 36.5% to 25.1%, HY from 48% to 34.3%, SWD from 43.3% to 30.7%, and AA from 38.2% to 29.4%. These reductions suggest that the home visits effectively fostered stronger relationships and addressed underlying attendance issues. However, the FY group experienced a smaller decline in absenteeism from 30.9% to 28.6%, and LTEL absenteeism remained stable at 21.0%, highlighting areas for further improvement. Overall, Action 4.3 has been effective, but additional targeted efforts may be required to support specific student groups.

-4. Family & Community Engagement: Communications (Action 4): With a cumulative reach of 374,400 in the META business suite for the 2024-25 year, this metric provides a solid foundation to gauge the extent of outreach and engagement efforts. Additionally, the Community Cabinet Satisfaction Survey shows that 88% of attendees rated the event with a 4 or 5, indicating a high level of satisfaction and positive reception. As this is the baseline year, Action 4.4's effectiveness will be better assessed in subsequent years when compared to these initial metrics. The current data suggests strong engagement and satisfaction, setting a positive benchmark for future actions and improvements.

-5. Family & Community Engagement: Multilingual Services (Action 5): For the 2024-25 baseline year, a total of 1,087 documents were translated, and translators attended 38 meetings. These figures establish a foundation for evaluating the effectiveness of Action 4.5 in facilitating communication and engagement within the community. The data indicates a significant effort to ensure that language barriers do not hinder participation or access to information. As this is the baseline year, the effectiveness of Action 4.5 will be better assessed in future years when we can compare these metrics to subsequent data. The current numbers reflect a proactive approach to inclusivity and communication, setting a strong benchmark for improvement.

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.

Following our review of progress and reflection on prior implementation, we have determined that no changes will be made to Goal 4: Parent Engagement. The current metrics continue to align with the listed actions and provide meaningful opportunities for growth. All changes to metrics are listed below. The actions outlined under this goal remain relevant and supportive of increasing family involvement and communication. Notably, several performance metrics related to parent engagement showed improvement over the past year, indicating that our current strategies are effectively supporting this goal.

The following metrics have been changed according to the corresponding explanations:

-M4.3: Established the baseline data and year 1 outcome data (All: 96%) and targeted outcome data (All: 97%) for the Meeting/Workshop Survey regarding whether information from today’s meeting/workshop increased my knowledge to support my student in school.

-M4.4: Established the baseline data and year 1 outcome data (385 visits) and targeted outcome data (400 visits) for the home visits made by community liaisons during the school year.

-M4.5: Established the baseline data and year 1 outcome data (374,000) and targeted outcome data (400,000) for cumulative reach in Meta Business Suite.

-M4.6: Established the baseline data and year 1 outcome data (88%) and targeted outcome data (90%) for the rate of Community Cabinet attendees responding with a 4 or 5 to the question: How would you rate today's event?

-M4.7: Established the baseline data and year 1 outcome data (1087 documents and 38 meeting) and targeted outcome data (1100 documents and 45 meetings) for the metric documents translated and meetings attended by translators.

-M4.1 and M4.2 will remain unchanged.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family & Community Engagement Workshops/Meetings	The district will host parent/community workshops and meetings principally designed to support and increase engagement of parents of low income, English learners, LTEL's, and foster youth students to support student engagement. This action will be measured by M4.1, M4.2, and 4.3	$912,670	Y
4.2	Multilingual Family & Community Communication	The district will provide bilingual stipends and associated benefits to classified staff to support communication with our English Learner parents/community members. This communication will lead to increased attendance at parent/community meetings and workshops and decrease student chronic absenteeism. This action will be measured by M4.1 and M4.2.	$42,458	Y
4.3	Family & Community Resources	The district will maintain community liaisons (3) targeted to support low income, foster youth, and English Learners to increase opportunities for community engagement to support and meet unique needs of unduplicated students and decrease Chronic Absenteeism. This action will be measured by M3.5 and M4.4.	$291,393	Y
4.4	Family & Community Engagement: Communications	The district will maintain the communication specialist (1) position which is principally designed to support and engage parents of low income, English learners, and foster youth students to increase awareness of information and events to support increased student engagement. This action will be measured by M4.5 and M4.6.	$169,091	Y
4.5	Family & Community Engagement: Multilingual Services	The district will maintain translators/interpreters (4) to provide translation services to parents to support increased communication and involvement of parents in parent meetings and workshops to support increased student engagement of English Learners. This action will be measured by M4.7.	$427,132	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	By June 2, 2027 all students at Slover Mountain High School will improve academic achievement in ELA (including All Student groups, Hispanic, Socioeconomically Disadvantaged) and improve academic achievement in Math (including All student groups, Hispanic, Socioeconomically Disadvantaged) by reducing the negative distance from standard as shown in the metric section for this goal. SMHS will improve English Learner progress. SMHS will also reduce suspension rates for All students, Hispanic, Long Term English Learners (LTEL), Socioeconomically Disadvantaged and SPED students. SMHS will increase in the College/Career prepared with All students, English Learners, Hispanic and Socioeconomically Disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

4, 6, 8

An explanation of why the LEA has developed this goal.

CJUSD developed this equity multiplier goal at Slover Mountain High School to highlight the well-being of our students, encompassing their social, emotional and academic requirements. Fostering a supportive and nurturing environment is crucial for the academic success of students, especially those at an alternative high school. Recognizing and addressing their social and emotional needs can make a significant difference in their overall well-being and educational outcomes. It's about creating a safe space where students feel valued, understood, and supported, which ultimately empowers them to reach their full potential academically and personally. This equity multiplier goal focuses on providing personnel and resources to our alternative high school to promote student engagement and academic interventions to keep students learning.

Additionally, California Dashboard data revealed the following areas to be in red:

In ELA, the all student group scored -156.6 DFS and the socioeconomically disadvantaged subgroup scored -156.5 DFS. The Hispanic subgroup scored -160.5 DFS.

In Math, the all student group scored -218.9 DFS and the socioeconomically disadvantaged subgroup scored -217.6 DFS. The Hispanic subgroup scored -218.5 DFS.

In suspension, the all student group had a suspension rate of 7.4% and the socioeconomically disadvantaged subgroup had a suspension rate of 7.8%. Long Term English Learners had a suspension rate of 10.9% Students with Disabilities had a suspension rate of 12.5%, while the Hispanic subgroup had a suspension rate of 7.5%

In English Learner Progress Indicator, the English Learner student group indicated 28.1% of students were making progress.

On the College and Career Indicator, Slover students scored in the very low category .6%. EL students scored 0% on college and career readiness, while socioeconomically disadvantaged students scored .6% and Hispanic students scored .7%. Educational partner feedback after reviewing the data cited a need to provide mental health assistance in a functioning Wellness Center room to place students in a school-ready mindset, a need for more outreach to families to connect them with the school site and a need to provide more interventions and support to students during the school day. Teachers are increasingly seeking classroom support from the Learning Specialist, including strategies for English Learners and coaching on Quality Teaching for English Learners (QTEL) implementation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -156.6 DFS Hi: -160.5 DFS SED: -156.5 DFS	2024 Dashboard All: -169.6 DFS Hi: -169.2 DFS SED: -171.9 DFS	Available in 2026-27 LCAP	All: -149.6 DFS Hi: - 149 DFS SED: -149.5 DFS	Dashboard All: -13 DFS Hi: - 8.7 DFS SED: - 15.4DFS
M5.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: - 218.9 DFS Hi: - 218.5 DFS SED: - 214.6DFS	2024 Dashboard All: - 242.2 DFS Hi: - 242.8 DFS SED: - 244.7 DFS	Available in 2026-27 LCAP	All: - 208.9 DFS Hi: - 208.5 DFS SED: - 208.6 DFS	All: - 23.9 DFS Hi: - 24.3DFS SED: - 30.1 DFS
M5.3	College and Career Indicator CA Dashboard	2023 Dashboard All: .6% EL: 0.0% SED: 0.6% HI: .7%	2024 Dashboard All: 1.6% EL: 0.0% SED: 1.6% HI: 1.7%	Available in 2026-27 LCAP	All: 3% EL: 2.4% SED: 2.4% HI: 3%	All: +1% EL: 0% SED: +1% HI: +1%

M5.4	Attendance rosters to parent events Local metric	Average of 1 parent in attendance at each parent meeting 2023-24	Average of 3 parents in attendance at each meeting 2024 2025	Available in 2026-27 LCAP	5 parents in attendance at each parent meeting	Parents: +2
M5.5	Suspension percentage CA Dashboard	2023 Dashboard All: 7.4% SED: 7.8% SWD: 12.5% Hi: 7.5% 2024 Dashboard LTEL: 10.9%	2024 Dashboard All: 11.0% SED: 10.9% SWD: 16.2% Hi: 10.0% LTEL: 10.9%	Available in 2026-27 LCAP	All 6.5% SED: 6.7% SWD: 7% HI 6.6% LTEL: 6.7%	All: +3.6% SED: +3.1% SWD: +3.7% Hi: +2.5% LTEL: N/A
M5.6	ELPI CA Dashboard	2024 Dashboard All: 28.1% EL: 28.1%	2024 Dashboard All: 28.1% EL: 28.1%	Available in 2026-27 LCAP	All:34.1% EL: 34.1%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024 2025

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.

The implementation of planned actions has largely aligned with the initial goals, with several successes and some challenges encountered along the way.

Intervention Support (Action 5.1) - The addition of a full-time learning specialist has proven highly beneficial. As planned, the specialist has provided in-class support to teachers, offering guidance on classroom management and instructional strategies, particularly with a focus on English Learner (EL) strategies. She has collaborated in department inquiries, participated in co-teaching, monitored and pulled student data, supported testing, and contributed to recognition ceremonies. The specialist has also been instrumental in offering intervention support, including reaching out to families regarding attendance, conducting low-level disciplinary supervision, and coordinating with the community liaison on College and Career activities.

Student and Family Engagement (Action 5.2) - The 6-hour Community Liaison has effectively fulfilled her role in engaging families and increasing parent involvement. She has successfully organized and presented parent workshops, assisted families with completing necessary documentation, and acted as a trusted communicator—especially valuable due to her ability to communicate in Spanish. Her efforts have notably improved family-school communication and helped secure resources through collaboration with the county and assist in food distribution to the community.

The Wellness Center Coordinator (Action 5.3) - The role has been implemented as intended and has demonstrated strong success. Though originally only available at comprehensive sites, the supplemental support at this alternative site has had a significant positive impact. The Coordinator has facilitated referrals for additional student services, participated in welcome meetings to support transitioning students and their families to Slover after a student has been placed there at a due process meeting, and spearheaded a mental health fair that engaged both parents and external community resources. Additionally, he has collaborated with the College and Career Technician and ASB Teacher to coordinate events and build community partnerships for donations.

While the implementation has been strong overall, some challenges have emerged. For the intervention support, there is a need to increase student participation in testing, which has not met expectations. Additionally, logistical delays have hindered facility requests for a washer, dryer, and clothes boutique, which were intended to support the community liaison’s efforts. Another ongoing challenge has been the difficulty in creating a Memorandum of Understanding (MOU) with the county to establish alternative correction methods for tobacco-related infractions.

There have been several notable successes. Teachers have expressed appreciation for the additional classroom support, especially regarding EL strategies. Data monitoring, in class support and assistance with department inquiry cycles have also been enhanced. Recognition of student achievements has become more consistent through the involvement of the learning specialist. The Wellness Center has seen strong

student engagement, with many utilizing the mental health services provided. Community liaison efforts have resulted in increased parent engagement and access to resources, with parents now regularly reaching out for support. Her language skills have been particularly impactful in building trust and communication within the community.

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 some material differences in Goal 5 between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 5 Action 1: did not have material differences in budgeted expenditures and estimated actual expenditures

Goal 5 Action 2: did not have material differences in budgeted expenditures and estimated actual expenditures

Goal 5 Action 3: did not have material differences in budgeted expenditures and estimated actual expenditures

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

The actions under **Action 5.1: Intervention Support** are not showing effectiveness based on the provided metrics. **ELA scores** for all student groups have decreased from the Baseline to the current data: All students decreased from -156.6 DFS to -169.6 DFS, Hi students from -160.5 DFS to -169.2 DFS, and SED students from -156.5 DFS to -171.9 DFS. Despite the implementation of an additional full-time learning specialist, the data indicates an ineffectiveness in improving ELA scores across all student groups. The intended support in classroom management, instructional practices, and academic resources have not yet translated into improved academic performance. **Math scores** have decreased from -218.9 to -242.2 DFS, HI students from -218.5 DFS to -242.8 DFS and SED students from -214.6 DFS to -244.7 DFS. The action of having an additional full-time learning specialist has not been effective in making progress toward improving Math scores to date. Although the action aimed to enhance academic performance, the data indicates further decline in achievement. More time is necessary to determine the effectiveness of this action. From the Baseline to the current data, there is an increase in **CCI percentages** across the student groups, except for English Learners (EL), which remained at 0.0%. The "All" student group increased from 0.6% to 1.6%, the Socioeconomically Disadvantaged (SED) group improved from 0.6% to 1.6%, and the Hispanic (HI) group rose from 0.7% to 1.7%. The implementation of a full-time learning specialist appears to be effective for most student groups, as indicated by the increased CCI scores. However, the unchanged score for EL suggests that more time is needed to determine the effectiveness of this action. The specialist's support in classroom management, instructional practices, and College and Career activities seems beneficial overall. Suspension scores have increased across all the identified student groups from the Baseline to the current data. The **overall suspension rate** increased from 7.4% to 11.0%, SED increased from 7.8% to 10.9%, SWD increased from 12.5% to 16.2%, and Hi increased from 7.5% to 10.0%. This indicates that the action of employing an additional full-time learning specialist has not been effective in reducing suspension rates. The increase in suspension rates suggests that the intended support in classroom management, instructional practices, and interventions has not

translated into the desired reduction in suspensions, and more time is needed to evaluate the effectiveness. The action was adjusted to include an emphasis on support for teachers in the classroom with an emphasis on English Learner strategies.

The actions under **5.2: Student and Family Engagement** have been effective as both the number of parent events and number of parents attending has increased. The average parents in attendance at the meetings in 2024 - 2024 was 1 and the average parents in attendance at each meeting in 2025 - 2025 was 4. The number of parent events in 2023 2024 was 2 and the number of events in 2024 2025 was 4.

The actions under **5.3: Wellness Center** are partially effective based on the numbers for ELA. While the Dashboard scores did not improve, local indicator data on Wellness Center has shown improvement in the number of students receiving support so they can return to the classroom. The scores have decreased from -156.6 DFS to -169.6 DFS for all students, indicating a decline in performance. Specifically, the Hi student group moved from -160.5 DFS to -169.2 DFS, and the SED group from -156.5 DFS to -171.9 DFS. These declines suggest that the current actions, including the hiring of a Coordinator for behavioral and mental health support, have not yet led to improvements in ELA performance. This support may need more time to positively impact academic outcomes. **Math scores** have decreased from -218.9 to -242.2 DFS, HI students from -218.5 DFS to -242.8 DFS and SED students from -214.6 DFS to -244.7 DFS. The action of hiring a Coordinator to provide mental health support and instructional resources was intended to improve academic performance. However, the data shows an overall decline, suggesting the action hasn't been effective in achieving the desired outcomes yet. More time is needed to assess the effectiveness of the action as the implementation has not yet fully taken effect. Suspension scores have increased across all the identified student groups from the Baseline to the current data. The **overall suspension rate** increased from 7.4% to 11.0%, SED increased from 7.8% to 10.9%, SWD increased from 12.5% to 16.2%, and Hi increased from 7.5% to 10.0%. The actions involving hiring a Coordinator for behavioral and mental health support have not yet shown effectiveness in reducing suspension rates. The increase in suspensions suggests that the current support may not be reaching all students in need or may require additional time and resources to be effective.

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.

Several changes were made to the planned goals, metrics, target outcomes, and actions for the coming year as a result of reflection on prior practice and educational partners feedback.

The goal changed, with the addition of the LTEL students who scored in the red in suspension and ELPI for English Learners.

Metric Adjustments: The LTEL (Long-Term English Learner) group was included in Metric 5.5 to ensure targeted monitoring of their progress. Additionally, the metric used to assess the effectiveness of the Wellness Center was updated to Metric 5.5 for better alignment.

Action Revisions:
Action 5.4 was introduced following valuable input from the student forum. Students voiced a strong interest in more hands-on classes and real-world experiences, noting that they are more likely to attend and engage in classes where the curriculum is interactive and exciting. Teachers echoed this sentiment, raising concerns about the lack of adequate space and storage for hands-on materials in current classrooms.

In response, the development of a dedicated **science lab environment** was proposed to support Action 5.4. This space would provide students with access to hands-on, engaging curriculum aligned with academic standards while addressing logistical challenges faced by teachers.

Action 5.1 Intervention Support was eliminated and **Action 5.5** Assistant Principal was introduced following input from the comprehensive needs assessment. Staff cited the need for more feedback on instructional practices as well as more support with school climate. This exchange allows for more structured feedback and support from an administrator as well as more intensive interventions than the intervention support could provide.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Intervention Support (No longer funded using LCAP in 2025-26)	An additional full time learning specialist will serve as a resource for teachers by providing support in classroom management and instructional practices with an emphasis on English Learner strategies. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspensions. This action will be measured by M5.1, 5.2, 5.3, 5.5, 5.6.		N
5.2	Student and Family Engagement	An additional 6-hour community liaison will engage with families to educate them about school activities, fostering positive relationships with students and parents to encourage good attendance. The liaison will also organize, promote, and present parent workshops, and assist families with accessing resources and completing paperwork in order to increase parent engagement at the school site. This action will be measured by M5.4.	$37,000	N

5.3	Wellness Center	The Coordinator will be hired to offer behavioral, wellness, and trauma-informed mental health support to at-risk students and their families, available both by referral and on a walk-in basis. This initiative aims to improve academic performance and reduce suspensions. Wellness Center Coordinators have only been provided to comprehensive sites, not alternative sites, so this is supplemental to the site. Additionally, instructional resources and support will be provided to further assist students. This will be measured by metrics 5.1, 5.2, 5.5.	$110,000	N
5.4	Science Lab	A Science Lab will be outfitted to provide hands-on, relevant science lessons to promote engagement, critical thinking, problem solving and collaboration skills for all students. Access to a functioning science lab increases student engagement and achievement in science, leading to higher pass rates in college-preparatory coursework, improved standardized test performance.This action will be measured by metric 5.3.	$24,718	N
5.5	Assistant Principal	An assistant principal will serve as a resource for teachers by providing support in classroom management and instructional practices with an emphasis on English Learner strategies. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspensions. Schools with this student enrollment do no have an assistant principal, therefore this position is supplemental. This action will be measured by M5.1, 5.2, 5.3, 5.5, 5.6.	$187,000	N

Insert or delete rows, as necessary.

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

Goal

Goal #	Description	Type of Goal
6	By June 2, 2027 all students at Washington High School will improve academic achievement in ELA (including Hispanic) and improve academic achievement in Math (including All student groups, and Hispanic) by reducing the negative distance from standard as shown in the metric section for this goal. WHS will also reduce suspension rates for All students, English Learners, Hispanic, Socioeconomically Disadvantaged and SPED students. WHS will decrease the rate of Chronic Absenteeism with All students, Hispanic and Socioeconomically Disadvantaged students. WHS will increase in the College/Career prepared with All students, Hispanic and Socioeconomically Disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

3,4,6

An explanation of why the LEA has developed this goal.

CJUSD created a comprehensive equity multiplier goal at Washington High School that addresses the holistic well-being of students, encompassing their social, emotional, and academic needs. By recognizing the importance of creating a supportive and nurturing environment, the goal aims to empower students to thrive academically and personally. Providing personnel and resources specifically tailored to the needs of an alternative high school setting demonstrates a commitment to equity and ensuring that all students have access to the support they require to succeed. This approach acknowledges the unique challenges faced by students, particularly in a school where a significant portion are economically disadvantaged and experience non-stability. By focusing on student engagement and implementing academic interventions, the goal seeks to keep students actively learning and on track towards their educational goals despite any obstacles they may encounter. This holistic approach to education not only promotes academic success but also fosters the overall well-being of students, ensuring they have the tools and support necessary to reach their full potential.

Dashboard data in English and Math were reviewed and indicated the need to support all students, as students were -67.7 points distance from standard in ELA and -123.1distance from standard in Math. Students in the English Learner subgroup were -151.2 distance from standard in ELA, and -163.9 distance from standard in math. Chronic absenteeism is 29.8%. English Learner students scored 53.8% on the ELPI. Washington also currently has 1 parent on average at parent activities and held two campus workshops for families this past year. After reviewing the data, Educational partner feedback cited a need to provide mental health assistance in a functioning Wellness Center room to place students in a school-ready mindset, a need for more outreach to families and workshops to address various topics such as substance abuse, mental health and managing emotions. Educational partner feedback also suggested a need for a community liaison to

facilitate communication between the school and parents/guardians to connect them with the school site. Responses also included a desire for more academic support, particularly in the area of math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -74.9 DFS EL: -95.8 DFS 2024 HI: -86 DFS	2024 Dashboard All: -67.7 DFS EL: -151.2 DFS HI: -86 DFS	Available in 2026-27 LCAP	All: -65.9 DFS EL: -80.8 DFS HI: -80 DFS	All: +7.2 DFS EL: -55.4 DFS HI: N/A
M6.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: - 121 DFS EL: -154.2 DFS 2024 HI: -132.2 DFS	2024 Dashboard All: -123.3 DFS EL: -163.9 DFS HI: -132.2 DFS	Available in 2026-27 LCAP	All: - 112 DFS EL: -139.2 DFS HI: -120.2 DFS	All: -2.3 DFS EL: -9.7 DFS HI: N/A
M6.3	ELPI Percentage CA Dashboard	2023 Dashboard ELPI: 43.6%	2024 Dashboard ELPI: 48.2%	Available in 2026-27 LCAP	ELPI: 52.6%	ELPI: +4.6%

M6.4	Attendance rosters for family events Local metric	2023 Washington attendance rosters for family events Attendance: 1 Number of Events: 2	2024 Washington attendance rosters for family events Attendance: 10 Number of Events: 11	Available in 2026-27 LCAP	Attendance: 9 Number of Events: 9	Parent attendance: +8 Events: +9
M6.5	Chronic Absenteeism Percentage CA Dashboard	2023 Dashboard All: 25.9%	2024 Dashboard All: 29.8% SED: 29.9% Hi: 29.7%	Available in 2026-27 LCAP	All: 23.41% SED: 23.41% Hi: 23.41%	All: 3.9%
M6.6	Suspension rate Percentage of students suspended CA Dashboard	2024 Dashboard All: 8.8% EL: 17.1% SED: 8.8% SWD: 20% HI: 9.7%	2024 Dashboard All: 8.8% EL: 17.1% SED: 8.8% SWD: 20% HI: 9.7%	Available in 2026-27 LCAP	All: 7.8% EL: 10% SED: 10% SWD: 12% HI: 8%	Not applicable
M6.7	CCI Percentage of students meeting criteria CA Dashboard	2024 Dashboard All: 7.1% SED: 7.1% HI: 0%	2024 Dashboard All: 7.1% SED: 7.1% HI: 0%	Available in 2026-27 LCAP	All: 11.1% SED: 11.1% HI: 4%	Not applicable

Insert or delete rows, as necessary.

Goal Analysis for 2024 2025

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.

Most actions were implemented as planned, with a few adjustments due to staffing challenges and site-specific limitations.

Wellness Center (Action 6.1) - The Wellness Center has launched successfully. The coordinator is actively meeting with students, conducting regular check-ins, and leading wellness initiatives, including the creation of a student garden. This position, not typically provided at alternative sites, has served as a vital supplemental support for student wellness and behavior.

Student and Family Engagement (Action 6.2) - The **community liaison** was hired as planned and has been instrumental in fostering greater family engagement. This supplemental position, not standard at all sites, has supported communication with families, organized events, and assisted parents with accessing resources and completing necessary paperwork.

Instructional Support (Action 6.4) The hiring of a **multilingual instructional assistant** was only **partially implemented**. Although the position was eventually filled in February, the delayed timeline was due to difficulty in identifying qualified candidates. Similarly, Action 6.3, **full-time learning specialist** position was **not filled**, representing a substantive difference from the original plan.

Supplemental Professional Development (Action 6.5**) - Professional development (PD)** efforts were implemented in a modified manner. Teachers were sent to RTI (Response to Intervention) training, and a working group was formed to develop a structured RTI plan for the upcoming year. Due to the small staff size and single-teacher-per-subject model, it was challenging to schedule PD that aligned with availability and content areas.

Challenges include difficulty recruiting qualified instructional assistants, limited staff availability for team-based professional development due to the site's small size, and continued low parent involvement—especially among families living outside the immediate area—despite the community liaison’s efforts. Student mobility remains high, making it difficult to sustain long-term support, and further follow-up is needed to evaluate the impact of family outreach efforts.

Successes included increased parent engagement through meet-and-greet events and family activities led by the community liaison, greater participation in initiatives like the student garden and community closet, and the Wellness Center’s positive impact on student well-being and engagement.

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 some material differences in Goal 6 between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 6 Action 1: did not have material differences in budgeted expenditures and estimated actual expenditures

Goal 6 Action 2: did not have material differences in budgeted expenditures and estimated actual expenditures

Goal 6 Action 3: Intervention Support was not hired so no money was spent on this position.

Goal 6 Action 4: did not have material differences in budgeted expenditures and estimated actual expenditures

Goal 6 Action 5: Professional Development was under budget as only the RTI professional development was completed using Equity Multiplier money.

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

The effectiveness of the implemented actions to date shows a mixed impact, with some areas demonstrating progress while others reveal significant gaps, particularly for English Learners (ELs).

Action 6.1: Wellness Center has been partially effective. Based on the suspension data provided for 2024, there has been no change in the suspension rates for all student groups from the baseline. The action of hiring a Coordinator to offer behavioral, wellness, and trauma-informed mental health support seems to have had no observable impact on reducing suspension rates across the board. This could be due to the initiative not being extended to alternative sites or possibly the need for more targeted support and engagement strategies. Additionally, since the initiative is relatively new, there may be a time lag before the effects are visible. The provision of instructional resources and support may need to be tailored further to address specific student needs to see a decline in suspension rates.

Action 6.2: Student and Family Engagement has been partially effective. While chronic absenteeism rose from 25.9% to 29.8%, indicating that hiring a community liaison has not yet impacted student attendance, parent engagement has significantly improved. From 2023 to 2024, parent attendance increased from 1 to 10, and events grew from 2 to 11. This suggests the 6-hour liaison has effectively built relationships and encouraged participation through workshops and resource support.

Action 6.3: Intervention Support - This action was not implemented as the position was not filled so we cannot determine its effectiveness. More outreach will be done to fill this position to provide support in the areas of ELA, math and chronic absenteeism.

Action 6.4: Instructional Support has shown partial effectiveness in improving outcomes for the "All" student group. In ELA, performance improved from −74.9 to −67.7 DFS, suggesting that the multilingual instructional assistant has positively impacted overall achievement through targeted support. However, outcomes for English Learners (ELs) declined in ELA, from −95.8 to −151.2 DFS, indicating that additional time and refinement may be needed to assess the action's effectiveness for this group. Similarly, Math performance declined slightly for both the "All" group (−121 to −123.3 DFS) and ELs (−154.2 to −163.9 DFS). Overall, the data reflects partial success, with progress in some areas and continued need for improvement in others.

Action 6.5: Supplemental Professional Development - The action—*staff participation in supplemental professional development on evidence-based instructional strategies*—has been **partially effective** in making progress toward the goal. Based on ELA data, the overall Distance from Standard (DFS) improved from -74.9 to -67.7, suggesting a positive impact. However, the DFS for English Learners (EL) declined significantly from -95.8 to -151.2, and the Hispanic (HI) student group's DFS remained unchanged at -86, indicating the action was **ineffective** for these groups.

In Math, the overall DFS slightly worsened from -121 to -123.3, with EL students declining further from -154.2 to -163.9, and no change for HI students at -132.2—further evidence of **ineffectiveness** in addressing the needs of these populations. Targeted professional development on integrated ELD and RTI will occur with the staff.

However, ELPI data showed improvement from 43.6% to 48.2%, indicating the action was **effective** in enhancing English Learner progress in language proficiency.

Overall, while there are signs of effectiveness at the general level and in ELPI outcomes, the lack of progress for EL and HI students in core academic areas points to a need for more targeted, differentiated professional development.

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.

As a result of reflecting on prior implementation and outcomes, several changes were made to the planned goals, metrics, target outcomes, and actions to better align with identified needs and challenges. First, **metric 6.6 for suspension** was added to more accurately measure the impact of the **Wellness Center** action 6.1. This change allows for clearer tracking of behavioral and disciplinary outcomes, ensuring the Wellness Center’s effectiveness is assessed using relevant and specific data. In addition, **metric 6.5 was added to Action 6.2 of Student and Family Engagement** to better capture the impact of parent outreach and support initiatives. This metric will help quantify engagement outcomes and highlight areas for continued growth. To improve the equity and inclusiveness of data monitoring, new student groups were added to existing metrics. **Metric 6.4 for parent attendance** was also increased to a higher number of attendees and a higher number of

events, as Washington already met their goal. The **Hispanic student group** was added to both ELA (metric 6.1) and Math (metric 6.2) to ensure more targeted tracking and support for this significant population. The **Socioeconomically Disadvantaged (SED) student group** was added to the chronic absenteeism metric 6.5 to provide a clearer picture of attendance patterns within vulnerable student populations. **Metric 6.7 for CCI indicator** was added to measure the impact of the professional development on the all student group, socioeconomically disadvantaged and Hispanic student groups. Metrics 6.1, 6.2, and 6.5 were removed from Action 6.1 and replaced with Metric 6.6

The **CCI indicator** was added to the **goal** for the all student group, socioeconomically disadvantaged group and Hispanic student group.

Socioeconomically disadvantaged students and HIspanic student groups were added to metric 6.5 on chronic absenteeism.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Wellness Center	A Coordinator will be hired to offer behavioral, wellness, and trauma-informed mental health support to at-risk students and their families, available both by referral and on a walk-in basis. This initiative aims to improve academic performance and reduce suspensions. Wellness Center Coordinators have only been provided to comprehensive sites, not alternative sites, so this is supplemental to the site. Additionally, instructional resources and support will be provided to further assist students. This action will be measured by metrics M6.6.	$120,000	N
6.2	Student and Family Engagement	A 6-hour community liaison will be hired to engage with families to educate them about school activities, fostering positive relationships with students and parents to encourage good attendance. The liaison will also organize, promote, and present parent workshops, and assist families with accessing resources and completing paperwork in order to increase parent engagement at the school site. This is a supplemental position as this position is not provided to sites. This action will be measured by M6.4, M6.5.	$25,339	N

6.3	Intervention Support	An additional full time learning specialist will serve as a resource for teachers by providing support in classroom management and instructional practices. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspension. This will be measured by metrics 6.1, 6.2, 6.5.	$173,000	N
6.4	Instructional Support	Multilingual instructional assistant will be hired to reinforce instruction to individual or small groups of students to improve academic achievement for English learners and English only students. This is a supplemental position in addition to the instructional assistants CJUSD provides to each site. This action will be measured by M6.1, M6.2, and M6.3	$65,000	N
6.5	Supplemental Professional Development	Staff will participate in supplemental professional development on evidence-based instructional strategies to actively engage students in learning in the classroom. This action will be measured by M6.1, M6.2, M6.3, 6.7.	$54,621	0

Goal

Goal #	Description	Type of Goal
7	By June 2, 2027 CJUSD African-American student suspension rates will decrease by engaging in a positive school climate where students are provided with resources to address their social, emotional and academic needs while providing a safe environment to succeed.	Equity multiplier focus goal

State Priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

CJUSD developed this equity multiplier goal for African-American students to highlight the well-being of our students, encompassing their social, emotional and academic requirements. Fostering a supportive and nurturing environment is crucial for the academic success of students. Recognizing and addressing their social and emotional needs can make a significant difference in their overall well-being and educational outcomes. Students must feel valued, understood, and supported, which ultimately empowers them to reach their full potential academically and personally. The analysis of data from the African-American Dashboard data revealed a pressing need to provide support for students in the area of school climate, suspension. Nine percent of African-American students were suspended district wide, which is an increase of .2% from the previous year. Additionally, empathy interviews data was collected by interviewing African -American students district-wide in grades 3- 12. Student responses were reviewed, coded and categorized by educational partners to determine needs and trends district-wide. The common themes of home life and encouragement, academic and instructional practices, relationships, and school environment and social emotional wellness emerged. Students felt they do not see themselves represented on campus, with very limited representation in books and staff. Multiple comments were made about the poor execution of Black History Month and a perception that Hispanic culture is the preferred culture. Students reported feeling a loss of identity or that they have to represent their race/culture. Students reported feeling included when they were on field trips, with the Black Student Union or on sports teams. Parents of African-American students were also interviewed, where common themes of acknowledgement of African American experience and academics emerged. Educational partners shared they hope to see more acceptance of diversity in curriculum, an increase in quality and quantity of Black History month activities and exposure to more cultural events and career paths for African-American students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.1	Suspension Percentage CA Dashboard	2023 Dashboard All: 5.2% AA: 9.0%	2024 Dashboard All: 4.3% AA: 9.4%	Available in 2026-27 LCAP	All: 4.3% AA: 7.3%	All: -.9% AA: +.4%

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

The planned action to provide Black History Month (BHM) activities and field trip experiences through the African-American Parent Advisory Council and the Equity Coordinator was implemented as planned. These efforts aimed to expose African-American students to a variety of careers and cultural experiences.

The implementation process aligned closely with the original plan. Per the 2024 empathy interviews, CJUSD provided increased attention to BHM with increased parent engagement and robust student participation in BHM events. To further support student engagement, the district allocated resources to the Black Student Union (BSU) at the high school level, partnering with a company to support academic services. A Step Team was also created, introducing students to dance as an art form while educating them about Historically Black Colleges and Universities (HBCUs), fraternities, and sororities. Both the BSU and Step Team engaged in culturally affirming activities designed to promote leadership and academic success.

Field trip experiences played a significant role in this initiative. Middle and high school students attended the Black College Expo, where some students were accepted to colleges on the spot. Students also attended the Battle of the Bands, which provided positive representation of Black students in both band and dance. Additionally, students will participate in the Inland Empire (IE) Black Graduation, which will include performances, music, and spoken word, bringing together African-American students district-wide to build a sense of unity and representation. At the elementary level, students attended a production of *The Nutcracker* featuring a diverse cast, including a Black lead ballerina, which allowed students to see themselves reflected in the arts.

The initiative was marked by a wealth of activities that successfully fostered community building across the district and expanded opportunities for students to develop cultural knowledge. Implementing activities across all grade levels encouraged family participation, especially when multiple children within a family could attend events together. A key challenge faced during implementation was consistent communication, particularly in establishing an effective venue to connect and engage with parents. Despite these communication hurdles, the overall impact of the implementation was positive and aligned with the intended goals.

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

The district considers expenditures greater or less than 20% of the budgeted amount as a material difference. There were no material differences for actions within this goal.

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

The evaluation of Action 7.1, Equity & School Climate Support reveals areas for improvement. However, the suspension rate for African-American students increased slightly from 9.0% to 9.4%. This Action is partially effective because the number of people attending these events and the quality of the events has greatly improved. The activities and field trips organized by the African-American Parent Advisory Council and the Equity Coordinator will be complemented by targeted interventions at each school site and monitoring of the data with those interventions at the district and site level. Additionally, professional development on responsive teaching strategies will occur during the 2025 2026 school year, along with implementation of restorative practices.

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.

This student group is no longer eligible for Equity multiplier funds.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Equity & School Climate Support	African-American Parent Advisory Council and Equity Coordinator will provide Black History Month Activities and field trip experiences to cultural events and career exploration for the purpose of exposing African-American students to different careers and cultural experiences. This will be measured by metric 7.1.	$11,000	N

Goal

Goal #	Description	Type of Goal
8	By June 2, 2027 English Learners and Students with Disabilities at Wilson Elementary will improve academic achievement in ELA and Students with Disabilities will improve academic achievement in Math by reducing the negative distance from standard as shown in the metric section for this goal.	Equity multiplier focus goal

State Priorities addressed by this goal.

4

An explanation of why the LEA has developed this goal.

While Wilson Elementary is no longer identified as an equity multiplier school, CJUSD developed this equity multiplier goal to enhance academic achievement. Since the allocated funds were not fully expended, the goal will continue until the remaining funds are used. The Wilson equity multiplier goal is strategically focused on leveraging data indicators related to student academic progress at the school site level. By prioritizing student achievement, CJUSD and Wilson Elementary are aligning their vision to advance students' academic growth while also identifying areas that may need additional support. The actions and metrics outlined under this goal are geared towards providing instructional supports and interventions that are essential for guiding teachers in advancing student learning. This approach ensures that all students receive the necessary support to succeed academically, ultimately aiming for an upward trajectory in student achievement. The overarching aim of this goal is to close the achievement gap, which is a critical objective in fostering equity and ensuring that every student has an equal opportunity to excel academically. By focusing on data-driven strategies and targeted interventions, CJUSD and Wilson are working towards creating an educational environment where all students can thrive and reach their full potential. The analysis of data from the Students with Disabilities Dashboard revealed a pressing need to provide support for students. The findings showed that students were 98.1 distance below the standard in ELA and -120.3 distance below the standard in Math. The findings show that English Language Learners were -71.5 distance from the standard in ELA. i-Ready data was also reviewed, where 33% had literacy skills at grade level and 25% of students had math skills at grade level. Twenty-one percent of English Learners were at grade level in reading and 7% of students with disabilities were at grade level in reading. Finally, approximately 14% of English Learners were at grade level in math, while 25% of students with disabilities were at grade level. After reviewing school-wide data, educational partners determined the most effective strategy to improve student achievement in ELA and math is to focus on targeted interventions in ELA and Math at all grade levels to improve student achievement. They determined the most effective and efficient way to do this would be to provide small group instruction to students performing below grade level through support from Teachers on Assignment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -58.3 DFS SWD: -98.1 DFS EL: -71.5 DFS	2024 Dashboard All: -51.0 DFS SWD: -103.8 DFS EL: -65.6 DFS	Available in 2026-27 LCAP	All: -49.3 DFS SWD -89.1 DFS EL -62.5 DFS	All: +7.3 DFS SWD: -5.7 DFS EL: -5.9 DFS
M8.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -61.8 DFS SWD: - 120.3 DFS	2024 Dashboard All: -61.8DFS SWD: - 125.3 DFS	Available in 2026-27 LCAP	All: - 56.8 DFS SWD: -108.3 DFS	All: 0 DFS SWD: -5 DFS

Insert or delete rows, as necessary.

Goal Analysis for 2024 2025

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.

The planned action to provide targeted ELA and Math interventions through two supplemental Teachers on Assignment (TOAs) was successfully implemented, with only a slight modification to the initial timeline. One TOA began at the start of the school year, while the second joined in September. After reviewing student data, both TOAs developed targeted intervention groups. One TOA focused on both Math and ELA, while the other concentrated primarily on ELA. Math groups began in December. Instructional materials and manipulatives were used to support the interventions, aligning with the original plan.

The implementation closely followed the planned actions with minor adjustments due to staffing timing. The core components of the intervention—data-driven instruction, small group targeting, and the use of manipulatives—were all implemented as intended. The TOAs analyzed student data early in the year and prioritized students for support based on need, particularly focusing on Multilingual Learners (MLs) and Students with Disabilities (SWD), in alignment with the site's equity goals.

One of the main challenges encountered was the high number of students performing below grade level, particularly those categorized in the "red" zone of assessment data. This made it difficult to prioritize services equitably. TOAs addressed this by aligning their focus with the school's equity goals, giving priority to MLs and SWD students in the most need of support.

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

The district considers expenditures greater or less than 20% of the budgeted amount as a material difference. There were no material differences for actions within this goal.

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

The evaluation of Action 8.1 indicates mixed effectiveness. From baseline to current data, the overall student group improved from -58.3 DFS to -51.0 DFS, and the English Learner (EL) group improved from -71.5 DFS to -65.6 DFS. Similarly, under Action 8.2 (Wilson Elementary – SWD in Math), no change was observed in the “All” student group, which remained at -61.8 DFS, while the SWD group showed a further decline from -120.3 DFS to -125.3 DFS. The impact of the TOAs’ interventions is evident in both quantitative and qualitative data. i-Ready scores showed measurable growth across several grade levels, especially for EL students in math and ELA. Notably:

3rd Grade ELA: 53% of EL students in red reduced to 8% in red EOY.
4th Grade Math: ELs went from 73% in red BOYY to 36% in red EOY.
5th Grade Math: ELs decreased from 84% in red BOY to a maintained level.
6th Grade Math: ELs reduced from 88% in red at BOY to 55% in red EOY.

For SWD:

3rd Grade Math: 75% in red reduced to 66% in red EOY.
4th Grade Math: From 90% in red BOY to 75% in red EOY.
5th Grade Math: From 100% in red BOY to 83% in red EOY.
6th Grade Math: Held steady at 50% in red BOY in red EOY.
In addition to these gains, anecdotal feedback highlighted that many students experienced targeted, focused instruction for the first time, supported with appropriate materials and manipulatives. This contributed to increased engagement and conceptual understanding

In response, the school will begin math intervention groups earlier in the year, starting at the beginning rather than in December. Additionally, one Teacher on Assignment (TOA) will focus on ELA and the other on math to ensure balanced support across subjects. Priority will be given to the SWD group due to their demonstrated greater need. Lastly, the school will place renewed emphasis on utilizing collaboration time effectively

to support instructional planning and student progress. Overall, Action 8.1 Targeted Interventions in ELA and Math have shown partial effectiveness.

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.

While the actions and metrics outlined in the LCAP remain unchanged, the total budgeted funds for this school site have decreased due to unspent funds carried over from the 2024–2025 school year. Additionally, the school is no longer eligible for Equity Multiplier funds. Despite this change in funding, the goal will continue to prioritize providing targeted interventions for Students with Disabilities (SWD) and English Learners (EL) until all remaining funds are fully utilized.

Reflections on prior practice have led to several strategic adjustments for the coming year. Math intervention groups will begin at the start of the school year, rather than in December, to ensure timely and consistent support for students. To maintain balanced intervention efforts across subject areas, one Teacher on Assignment (TOA) will focus on English Language Arts (ELA), and the other on math. Given the greater demonstrated need, priority will be placed on supporting the SWD group. Additionally, the school will place renewed emphasis on utilizing collaboration time effectively to enhance instructional planning and drive improved student outcomes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Targeted Interventions in ELA and Math	Two Teachers on Assignment will provide targeted interventions in ELA and Mathematics to students in all grade levels who are performing below grade level expectancies to bring to grade level. These are supplemental positions in addition to the Teachers on Assignment CJUSD provides to each site. Instructional materials and supplies may be needed to support interventions in Reading and Math. This action will be measured by M8.1 and M8.2.	$245,461	`

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
9	By June 2, 2027 all students at Cooley Ranch Elementary School will improve academic achievement in ELA (including English Learners and African American students) and improve academic achievement in Math (including English Learners and African American students) by reducing the negative distance from standard as shown in the metric section for this goal. Cooley Ranch Elementary will also reduce suspension rates for African American students.	Equity multiplier focus goal

State Priorities addressed by this goal.

2, 4, 6

An explanation of why the LEA has developed this goal.

The Cooley Ranch equity multiplier goal focuses on leveraging data indicators related to student academic progress and school climate at the site level. By prioritizing student achievement and school climate, CJUSD and Cooley Ranch Elementary aim to advance student growth while identifying areas needing additional support. The actions and metrics tied to this goal are designed to provide targeted instructional supports and interventions that guide teachers in improving student outcomes, ultimately working to close achievement gaps and foster equity.

Analysis of the English Learner Dashboard revealed a pressing need for support: students were 84.6 points *distance from standard* in ELA and 117.2 points *distance from standard* in Math. African American students were 84.5 points *distance from standard* in ELA, 99.6 points *distance from standard* in Math, and 9.2% experienced suspensions. In response, educational partners identified building staff capacity through targeted professional development and in-class support as the most effective strategy for improving achievement in ELA, Math, and school climate.

To address behavior concerns impacting instruction, a behavior technician will provide tailored student interventions, push into classrooms to assist with behavior management strategies, and support the PBIS Tier 2 team in building effective behavior plans using data. Teachers will be trained in restorative practices, followed by monthly coaching to build classroom communities where students feel valued, heard, and responsive to conflicts. Additionally, teachers will engage in Building Thinking Classrooms training, with modeling and coaching support, and will receive targeted literacy training to strengthen English Language Arts instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2024 Dashboard All: -57.2 DFS EL: -84.6 DFS AA: -84.5 DFS	2024 Dashboard All: -57.2 DFS EL: -84.6 DFS AA: -84.5 DFS	[Insert outcome here]	All: -51.2 DFS EL: -64.6 DFS AA: -64.5 DFS	N/A
M9.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2024 Dashboard All: - 79.9 DFS EL: -117.2 DFS AA: -99.6 DFS	2024 Dashboard All: - 79.9 DFS EL: -117.2 DFS AA: -99.6 DFS	[Insert outcome here]	All: - 71.9 DFS EL: -97.2 DFS AA: -79.6 DFS	N/A
M9.3	Suspension Rate Percentage of students suspended CA Dashboard	2024 Dashboard All: 4.4% AA: 9.2%	2024 Dashboard All: 4.4% AA: 9.2%	[Insert outcome here]	All: 3.8% AA: 6%	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Restorative Practices	The school will implement Restorative Practices across the school with a focus on proactive relationship-building and conflict resolution to reduce suspensions for African American students. This action includes training staff on restorative approaches, such as restorative circles, peer mediation and restorative conferences, to address behavioral incidents in ways that promote accountability, repair harm and strengthen community connections. Additionally, students and families will be engaged through workshops and assemblies to build understanding and increase community connections. These are additional supports and services to the school site. This action will be measured by M9.3	$200,000	N
9.2	Math Supports	Teachers will implement strategies associated with Building Thinking Classrooms to accelerate learning and improve outcomes in math for African American and English Learner student groups. Professional development accompanied with in-class modeling and coaching will be utilized to promote the successful transfer of strategies into the classroom. These are additional supports and services to the school site. This action will be measured by M9.2	$60,000	N
9.3	ELA Supports	Teachers will utilize evidence-based ELA training to support effective reading and writing instruction to improve academic achievement for African American and English Learner student groups. These are additional supports and services to the school site. This action will be measured by M9.1	$150,000	N
9.4	Behavior Technician	A Behavior Technician will serve as a resource for teachers by providing support in classroom management, PBIS Tier 2 support and individualized support for African American students to reduce suspension. This is an additional supplemental service to the site.. This action will be measured by M9.3	$190,054	N

Goal

Goal #	Description	Type of Goal
10	By June, 2027, CJUSD will improve academic achievement in ELA and Math. CJUSD aims to foster positive school climate, and support the socioemotional well-being of students by implementing targeted counseling and support behavior programs.	LREBG - focus goal

State Priorities addressed by this goal.

4,5,6

An explanation of why the LEA has developed this goal.

CJUSD Strategic Initiatives for Student Success: Counseling, Mental Health, and Academic Support

Overview

Colton Joint Unified School District (CJUSD) conducted a comprehensive needs assessment to identify areas requiring targeted support. This assessment incorporated data from the 2024 California Dashboard—specifically in English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension—along with insights from educational partners and local assessment data. Based on this analysis, CJUSD identified key priorities for the allocation of Learning Recovery Emergency Block Grant (LREBG) funds. The resulting initiatives are strategically designed to enhance student academic performance, support socioemotional well-being, and improve overall attendance.

Counseling and Mental Health Programs and Supports

One of CJUSD's primary initiatives focuses on the expansion of counseling and mental health supports. This effort includes the integration of secondary counselors to create safer, more supportive learning environments.

Research consistently demonstrates the value of social and emotional learning (SEL) programs, which positively impact a wide array of student outcomes. These include improved SEL competencies, more positive attitudes, enhanced prosocial behavior, stronger academic performance, and reduced behavioral and emotional issues (Durlak et al., 2022). Counselors will actively support the implementation of Positive Behavioral Interventions and Supports (PBIS) and contribute to improved student attendance.

English Learner, Literacy, and Mathematics Support

The second key initiative, "Literacy and Math Support," aims to enhance Tier 1 instruction in English Language Arts and Mathematics through data-driven practices, targeted progress monitoring, and a focus on first-best instructional practices.

To support this goal, Literacy Teachers on Assignment will serve selected elementary schools by coaching classroom teachers, modeling effective instructional strategies, and facilitating data analysis aligned with the district's Professional Learning Framework. Additionally, English Learner Specialists at each school site will work with teachers to implement research-based strategies that promote English Learner progress.

Evidence suggests that impactful changes in teacher practice—and corresponding improvements in student outcomes—occur when professional development is content-focused, incorporates active learning, encourages collaboration, models effective practices, includes coaching, and is sustained over time (Darling-Hammond, Hyler, & Gardner, 2017).

Moreover, the strategic use of data is vital in improving instruction, monitoring attendance, and elevating student achievement. CJUSD will utilize data platforms and structured review processes to ensure access to meaningful and actionable data. A dedicated Data Quality Specialist will assist in organizing and interpreting this information to support continuous instructional improvement, particularly for English Learners. Research affirms the importance of data-driven decision-making as a fundamental practice in educational improvement (Martinez, 2021).

Credit Recovery

Credit recovery programs are designed to support high school students who have failed courses by providing them with opportunities to retake those courses and earn the necessary credits for graduation. Increasingly, these programs utilize online platforms to deliver instruction, offering flexibility and accessibility for students at risk of falling behind. Research has examined the effectiveness of online credit recovery. Notably, Wyatt (2017) found that school divisions implementing online credit recovery programs experienced improvements in on-time graduation rates, suggesting that these programs can play a valuable role in helping students stay on track academically. The success of these programs depends on thoughtful implementation, including instructional design, student engagement strategies, and ongoing support.

Conclusion
By strategically directing LREBG funds to these evidence-based initiatives, CJUSD is addressing critical needs identified through its comprehensive needs assessment. These programs are expected to produce long-term benefits for student academic achievement and socioemotional well-being, particularly for students facing the greatest challenges. Grounded in research and best practices, CJUSD's approach underscores its commitment to equity and excellence for all learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 District Level	All: 48.2% LTEL: 46.8% (2024)	All: 48.2% LTEL: 46.8% (2024)	[Insert outcome here]	All: 52.8% LTEL: 48%	Not Applicable
10.2	CAASPP ELA Distance from Standard (dfs) on CA Dashboard District Level State Priority: 4	All: -50.2 dfs Middle Schools: -68 dfs High Schools: -23 dfs EL: -85.8 dfs SED: -55.5 dfs FY: -89.7 dfs (all 2024)	All: -50.2 dfs Middle Schools: -68 dfs High Schools: -23 dfs EL: -85.8 dfs SED: -55.5 dfs FY: -89.7 dfs (all 2024)	[Insert outcome here]	All: -47.8 dfs Middle Schools: -70 dfs High Schools: -32.2 dfs EL: -75 dfs SED: -50 dfs FY: -70 dfs HY: -60 dfs SWD: -120 dfs AA: -50 dfs LTEL: -124 dfs	Not Applicable

10.3	CAASPP Math Distance from Standard (DFS) on CA Dashboard District Level State Priority 4	All: -88.5 dfs Middle Schools: -110 dfs High Schools: -117 dfs EL: -114.8 dfs SED: -93.2 dfs FY: -117.2 dfs (all 2024)	All: -88.5 dfs Middle Schools: -110 dfs High Schools: -117 dfs EL: -114.8 dfs SED: -93.2 dfs FY: -117.2 dfs (all 2024)	[Insert outcome here]	All: -82.3 dfs Middle Schools: -105.9 dfs High Schools: -113 dfs EL: -100 dfs SED: -85 dfs FY: -100 dfs	Not Applicable
10.4	LCAP Survey percentage of students who feel there is a positive school environment on their campus. Local Metric State Priority: 6	All: 51% (2025 LCAP Survey)	All: 51% (2025 LCAP Survey)	[Insert outcome here]	All: 60%	Not Applicable
10.5	Chronic Absenteeism (Dashboard) District Level State Priority: 5	All: 23.6% (2024) EL: 20.7% SED: 25.1% FY: 28.6% (All 2024)	All: 23.6% (2024) EL: 20.7% SED: 25.1% FY: 28.6% (All 2024)	[Insert outcome here]	All: 20% EL: 18% SED: 21% FY: 20%	Not Applicable

10.6	Graduation Rate Percentage of students graduating High School CA Dashboard District Level State Priority: 5	All: 87.3% (2024) EL: 79.7% SED: 87.2% FY: 64.3%	All: 87.3% (2024) EL: 79.7% SED: 87.2% FY: 64.3%	[Insert outcome here]	All: 90% EL: 85% SED: 90% FY: 83%	Not Applicable

Insert or delete rows, as necessary.

Goal Analysis for 2024 2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Counseling and Mental Health Action Supports	The District will maintain secondary counselors, mental health resources, and college and career materials at school sites to support low income, English learners, and foster youth to address barriers and improve outcomes with PBIS Frameworks focusing on increased attendance and positive school climate. This action will be measured by M10.4 and M10.5.	$7,500,000	N
10.2	English Learner, Literacy and Mathematics Support	The District is providing first best initial instruction to students using data-driven practices, LETRs training, Literacy Teachers on Assignment, and a Data Quality Specialist to improve student learning outcomes, as measured by M10.1, M10.2, M10.3	$9,891,210	N
10.3	Credit Recovery	The District is providing credit recovery support to credit-deficient students to help them stay on track for graduation, as measured by M10.6.	$1,000,000	N

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$76,125,485	$9,563,783

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
37.96%	0%	$0	37.96%

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 #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	A description of the metric(s) being used to monitor effectiveness]

Goal 1: Action 5: English Learner Supports: Dual Immersion	The 2024 CA School Dashboard indicates a slight improvement in the percentage of English Learner students making progress towards English proficiency (ELPI) on ELPAC, with current rates at 48.2%, up from 46.8% in 2023. Long Term English Learners (LTELs) show a minor decline from 47% to 46.8%. The reclassification rates for 2024-25 reveal that all English Learners achieved 14%, LTELs reached 13.5%, Dual Immersion English Learner students recorded a 4% rate, while non-Dual Immersion English Learners were at 0.50%. Feedback from parents and educators in our LCAP and Parent surveys consistently underscores the importance of providing these services, emphasizing the need to continue and expand support for Dual Immersion. The continued growth of the program from 1 to 4 sites is a result of increased response from the community to enroll and offer these opportunities to our students. This data underscores the need for enhanced services tailored to our English learners. Implementing a Dual Immersion program provides students with sustained instruction in their home language, facilitating English acquisition and elevating academic outcomes.	To enhance students' language acquisition skills and support teachers in delivering instruction to English Learners, the Dual Immersion teachers and materials and bilingual instructional aides are an integral resource to support the language barriers between students and teachers, student-to-student, and teacher to student. Dual Immersion is implemented at one elementary K-6, 2 elementaries TK-4 and we added another school in Fall 2024 that began with TK and K and will add 1st grade in 2025-26. Multilingual Instructional aides are strategically placed to support our English learners across school sites. EL students benefit from instructional aides' ability to provide immediate feedback and assistance in the classroom. These actions are provided on a schoolwide basis at Ruth Grimes, Grand Terrace, Alice Birney, and Zimmerman Elementary schools as these schools were selected through review of site needs, community feedback and represent all major geographic areas of the district. This initiative ensures that all students benefit from the chance to become multilingual and receive high quality instruction but it’s principally directed to English Learners, LTEL’s, and low income students. to promote outcomes in reading and literacy.	This action will be measured by the metrics identified in the action description.

		Offering these services schoolwide ensures that all students, regardless of their language background, have equitable access to high-quality multilingual instruction and resources. This approach fosters an inclusive environment where English Learners, Long Term English Learners, and low-income students receive targeted support, while all students benefit from the cognitive, academic, and social advantages of bilingualism. Additionally, providing these supports to the entire school community helps build a culture of linguistic appreciation and collaboration, which is essential for the success of Dual Immersion programs and the academic achievement of English Learners.	

Goal 1: Action 7: CTE/LL: Site Pathway Support; Action8: CTE/LL: Work-based learning; Action 9: CTE/LL: Professional Development; Action 10: CTE/LL: ROP Program	The CA School Dashboard for 2023 and 2024 reveals ongoing disparities in student outcomes for the College & Career Indicator components, specifically regarding the completion rates of Career Technical Education (CTE) pathways and A-G requirements. In 2023, only 7.1% of all students, 1.7% of English Learners, 16.7% of foster youth, and 6.2% of low-income students completed both A-G requirements and CTE programs. By 2024, these numbers slightly decreased to 6.6% for all students, 2.2% for English Learners, 0.0% for foster youth, and 6.0% for low-income students, with students with disabilities at 0.9%. These statistics underscore the critical need to enhance services and support for English Learner (EL), low-income, foster youth, and students with disabilities to improve their academic and career readiness. The persistent low completion rates indicate barriers to success that must be addressed through targeted actions within our Local Control and Accountability Plan (LCAP). Strengthening support services by providing additional resources, tailored academic counseling, and expanded CTE opportunities is essential for ensuring equitable access to high-quality education and career pathways. These measures have been endorsed by educational partner committees, highlighting their importance in meeting the diverse needs of our student population effectively.	These actions improve services by providing students access to classes outside the core and providing support to offer a comprehensive career pathway system across the district representing almost all industry sectors to provide materials and equipment for student learning, increased work skills and soft skills, work-based learning experiences, and access to high-skill, high-wage careers either after high school or college. These actions support access to courses for students to complete a career pathway and provide teachers in the pathway professional development on differentiating instruction for students' unique needs to close the gap in CTE and A-G completers. These programs are provided on a Schoolwide basis to support students academic and career readiness and while all students will benefit from these actions they are principally directed toward our low income, English Learners, and foster youth students to support CTE Pathway completion.	This action will be measured by the metrics identified in the action description.

		Offering these programs on a schoolwide basis helps normalize participation, fosters a sense of belonging, and prevents the negative social consequences that can arise from targeted support. By ensuring that everyone has access, unduplicated students can thrive in an environment where collaboration, mutual respect, and shared success are valued, rather than feeling isolated or labeled due to their participation in support initiatives. This inclusive approach strengthens the overall school climate and maximizes the positive impact of CTE/LL programs for those who need them most.	

Goal 1: Action 11: Advancement Via Individual Determination (AVID): Site Teacher & Student Support	The 2023 CA School Dashboard data highlights a disparity in students meeting A-G requirements, with only 25.9% of all students achieving this benchmark. The numbers are lower for English Learners (9.2%) and low-income students (24.5%), with foster youth slightly higher at 33.3%. This contrast emphasizes the need for the Advancement Via Individual Determination (AVID) program, which aims to close the opportunity gap and prepare students for college readiness. The impressive results from AVID participants, where 73.2% of seniors met A-G requirements, including 65.2% of low-income students, demonstrate the program's effectiveness in supporting traditionally underserved student populations. Feedback from educational partners included the LCAP Parent Committee and LCAP Steering committee requesting to continue supporting AVID due to the positive results from our students. In addition, the LCAP Survey showed Teachers and Staff asking for the need for a more inclusive curriculum that aligns with student needs, students responding with the need for more engaging and diverse elective classes and more support for struggling students. Parent LCAP surveys described the need for more academic support, and a more rigorous and engaging curriculum. Providing dedicated AVID teachers, tutors,	CJUSD is committed to continue to support the AVID program. AVID students that are English Learners, low income, and foster youth make up 84% of the 763 AVID students in high school and 89.3% of the 747 AVID students in middle school. The actions and services are used to support programs at all levels and used to hire AVID teachers, AVID tutors, purchase instructional materials, AVID participation and field trips to local colleges and universities. The data for AVID students when compared to all seniors on A-G demonstrate the benefit to our unduplicated students in increasing their rate of a-g over the all student group. These programs are provided on a Schoolwide basis to support students being college and career ready and while all students will benefit from these actions they are principally directed toward our low income and English Learner students to support a-g completion and academic success.	

	instructional materials, and college field trips ensures that students receive the comprehensive support necessary to succeed academically and prepare for higher education. The fact that AVID students significantly outperform their peers in meeting A-G requirements justifies the continued and expanded implementation of this program. By investing in AVID, the district can address the educational inequities and better support English Learners and foster youth, who currently show 0% achievement in A-G requirements within the AVID program. This investment is crucial for equipping all students with the skills and opportunities needed for college readiness and future success.	Providing the AVID program on a schoolwide basis is essential because it allows unduplicated students—such as low-income, English Learners, and foster youth—to benefit from learning and collaborating alongside peers from diverse backgrounds, which helps develop crucial skills like teamwork, communication, and problem-solving. If AVID were limited only to unduplicated students, it could unintentionally single them out, leading to feelings of stigma or isolation and reducing the program's effectiveness by depriving them of an inclusive, supportive environment. By making AVID accessible to all students, the district fosters a culture of high expectations, mutual respect, and academic support, ensuring that unduplicated students are empowered to succeed without being segregated or labeled, and maximizing the positive impact of the program for the entire school community.	

Goal 1: Action 12: AP Testing Support	The 2023 data on Advanced Placement (AP) Test Scores revealed an overall pass rate of 35%, with English learners achieving a pass rate of 53% and low-income students 39%. In 2024, the overall pass rate slightly increased to 36%. School-specific data shows Bloomington High School (BHS) at 51.57%, Colton High School (CHS) at 26.86%, and Grand Terrace High School (GTHS) at 40.04%. For targeted programs, AVID students had a pass rate of 36.97%, while English Learners improved to 58.33%. Socioeconomically disadvantaged students reached 38.43%, students with disabilities were at 17.67%, and African American students achieved 36.05%. These statistics and feedback from students further supports the need to continue actions aimed at creating a more conducive testing environment. A positive testing environment is crucial in helping students perform to the best of their abilities, which in turn can lead to higher pass rates and greater academic success. To address these needs, the Local Control and Accountability Plan (LCAP) should include targeted strategies to create a testing environment that reduces anxiety and maximizes student performance. These actions are essential to ensuring that students, have the opportunity to excel in AP courses and exams, thereby enhancing their college and career readiness.	By providing support for substitutes during AP Testing, we are able to provide a more conducive environment for our students to support better scores. Research supports students feeling better supported in a high stakes testing environment where they know the teacher proctoring the exam. This action allows us to provide a sub for the teacher's classroom so that students can be better supported during their AP exam. This action is being provided on a Schoolwide basis. Although this action supports all students, the focus for providing the support was thinking of our EL and low income students first with the goal of increasing the AP pass rate and closing the gap between our EL and low income students and all student groups thereby increasing academic success. Providing AP Testing support on a schoolwide basis ensures that all students, including English Learners and low-income students, benefit from a positive and equitable testing environment that can enhance performance and reduce anxiety. If this support were limited only to unduplicated students, it could single them out and create feelings of stigma or isolation, undermining their confidence and sense of belonging during high-stakes exams. By making these supports available to everyone, the district fosters a collaborative and encouraging atmosphere where all students can thrive, helping to close achievement gaps and maximize academic success and college readiness for the entire school community.	This action will be measured by the metrics identified in the action description.

Goal 1: Action 13: VAPA: VAPA Teachers; Action 14: VAPA: Site Support; Action 15: NJROTC Support; Action 16: Student Field Trips; Action 17: Middle School and Alternative EducationIntramurals; Action 18: Secondary Elective Textbooks;	Educational partner feedback from parents, students, teachers, counselors, community members, and administrators consistently highlights the urgent need to expand and enhance co-curricular activities, enrichment programs, and acceleration opportunities for foster youth and low-income students. According to the 2024 and 2025 LCAP Survey, 82% and 83% of respondents believe that students have access to a comprehensive course of study, which includes programs and services tailored for unduplicated students. Additionally, the district has met standards on Local Indicator 7 for Access to a Broad Course of Study and Local Indicator 2 for the Implementation of Academic Standards, with 90% of middle school and 92% of high school pacing guides completed within current adoptions supporting standards-aligned curriculum, including ELD standards for students. This positive feedback underscores the critical importance of these programs. Without targeted actions in the Local Control and Accountability Plan (LCAP), foster youth and low-income students would face significant barriers to accessing these vital opportunities. These programs are essential for providing equitable access to educational and developmental experiences that support academic achievement and personal growth. Expanding co-curricular activities, enrichment programs, and acceleration opportunities ensures that all students, particularly those from underserved backgrounds, receive the comprehensive support they need to succeed academically and thrive. This commitment to equity and inclusion	Research demonstrates a correlation between access to co-curricular and extra-curricular programs, especially for low income and foster youth students. In CJUSD, these include VAPA, student field trips, middle school and alternative education intramurals, and providing support for elective instructional materials. These programs are a support for increased student success. These actions provide equipment, supplies, teachers, coaches and increase opportunities for students to increase overall student outcomes. CJUSD continues to support these programs as they increase motivation and student engagement at school and lead to equitable access to these programs for all students including our foster youth and low income students. Without these programs students would have limited to no access to these programs. VAPA Teachers and Site Support are provided on an LEA wide basis to support student needs in the Arts for enrichment and co-curricular activities to support students. NJROTC Support will be provided on a schoolwide basis to support students character building, leadership opportunities, and physical fitness. Student field trips are provided on an LEA wide basis to support experiential learning that cannot be done in a classroom setting. Middle School and Alternative Education Intramurals are provided on a Schoolwide basis and allows students opportunities for physical fitness and team building opportunities they would otherwise not experience. Secondary Elective textbooks are	This action will be measured by the metrics identified in the action description.

	is fundamental to fulfilling our district's educational mission and addressing the diverse needs of our student population.	provided on an Schoolwide basis and provide an up to date curriculum and lead to the ability to offer courses that provide a broad course of study and equitable access to programs. All these actions lead to improved student outcomes. While all students will benefit from these actions they are principally directed toward our low income, foster youth, and English Learner students to support student equitable access to a broad course of study and programs.	

Goal 2: Action 1: ELA Support; Action 2: Math Support; Action 3: Summer School Action 4: Elementary Instructional Support Action 6: MS MESA: Action 7: Site/Depart m ent Support; Action 8: NGSS/Math Materials; Action 18: Classroom instructional Support; Action 21: Science Fair Support; Action 24: Teacher Retention; Action 25: Equity &	The 2023 CA School Dashboard data clearly indicates substantial academic challenges and achievement gaps among our student population, particularly among English Learners, Foster Youth, and Low-Income students. For example, in CAASPP English Language Arts (ELA), all students are performing 56.8 points below the standard, but English Learners are 91.8 points below, Foster Youth 83.6 points below, and Low-Income students also 83.6 points below. There is also a gap in Mathematics, with all students 91.3 points below the standard, English Learners 116.5 points below, Foster Youth 109.1 points below, and Low-Income students 96.5 points below. Furthermore, graduation rates highlight significant disparities, with an overall rate of 86%, compared to only 71.8% for English Learners and 75% for Foster Youth. Additionally, the CAST Science scores reveal that only 14.05% of all students are meeting proficiency standards, with dramatically lower percentages for English Learners (0.65%) and slightly better outcomes for Foster Youth (18.75%) and Low-Income students (13.08%). The data from MAPS secondary assessments, I-Ready, and DIBEL's reading fluency assessment further corroborate the necessity of these actions. For example, at the secondary level MAPS data indicates that only 47.6% of English Learners and 53.0% of Low-Income students show growth in Math for Grades 7-11, 43.3% of English Learners and 49.3% of Low income students show growth in Reading, and 33.4% of English Learners and 55.6% of low income students show growth in Language. At the	To enhance support for ELA and Math across the district the district is providing ELA and Math TOA's at the secondary level and Elementary levels to provide targeted interventions to unduplicated students, secondary summer school to prevent learning loss and allow unduplicated students to recoup credits for failed courses, site and department support, MS MESA teachers, and PSAT Testing for 8th grade to increase support for Math, instructional materials, instructional assistants to assure best first instruction and provide immediate assistance and support and retention teachers to lower class sizes and provide targeted support to close the gap for our unduplicated students compared to all students in ELA and Math. ELA Support, Math Support, Summer School, Elementary Instructional Support, MS MESA, Site/Department Support, PSAT Testing for 8th Graders, and NGSS/Math Materials actions are provided on a Schoolwide basis to support students. Classroom Instructional Support, Science Fair, Teacher Retention, and Equity and Achievement Support are provided on an LEA wide basis to provide continuity of support as students move through the grade levels. All these actions support students becoming college and career ready and while all students will benefit from these actions they are	This action will be measured by the metrics identified in the action description.

Achievement Support	elementary level I-Ready data shows that just 20% of English Learners, 13% of Foster Youth and 20% of low income are meeting Math standards compared to 27% for all students and 20% of English Learners, 29% of Foster youth and 28% of low income students are at grade level in ELA compared to 37% for the all student group DIBELs data shows reading fluency at 49% for all students, 49% for English Learners, 35% for Foster Youth and 46% for Low income students. In addition, educational partner feedback from district parent meetings and student, staff, and student LCAP Surveys demonstrate the need for more electives, support for interventions, increased activities, and more supportive learning environments. Given these academic deficits, it is imperative to implement targeted actions as outlined in the LCAP to address the specific needs of these student groups. This includes providing additional instructional support by hiring more teachers to lower class sizes and employing Teachers on Assignment (TOAs) and instructional aides. These measures will facilitate more personalized and effective teaching, particularly in ELA, Science, and Math, ensuring that instructional materials are tailored to meet the diverse needs of our students. Furthermore, ensuring equitable access to resources and support services is essential to bridge these achievement gaps. This	principally directed toward our low income, foster youth, and English Learner students to narrow the achievement gap and promote our goals of equity and academic achievement across the district.	

	involves not only academic interventions but also addressing socio-emotional and economic barriers that hinder student performance. By strategically allocating resources to provide comprehensive instructional support, we can create a more inclusive and effective educational environment. These actions are not just beneficial but necessary to uplift our most vulnerable students and to foster an equitable educational landscape where every student has the opportunity to succeed.		

Goal 2: Action 5: DIBELS Amplify Online; Action 14: Student Technology; Action 15: Technology Support Staff; Action 19: Alludo License; Action 20: Elementary Illuminate;	Data for metrics for the Actions listed highlights the academic challenges and disparities, particularly among English Learners, Low-Income students, Foster Youth. MAPS secondary assessment growth data shows that only 47.6% of English Learners and 53.0% of Low-Income students exhibit growth in Math for Grades 7-11, while the percentages for Reading are 43.3% and 49.3%, respectively. Additionally, I-Ready data reveals that 37% of all students meet ELA standards and 27% meet Math standards, with lower percentages for English Learners (20% ELA, 13% Math), Foster Youth (29% ELA, 17% Math), and low income students (28% ELA, 20% Math). DIBEL's reading fluency assessment further emphasizes these gaps, showing that only 49% of all students and English Learners, and 35% of foster youth and 46% of low income students are reading at grade level. Feedback from educational partners included LCAP survey responses from staff and teachers asking for improved technological resources for students and classrooms. In addition students asked for more engaging resources in the classroom which often include increased and improved technology. To address these critical needs and improve academic outcomes, it is essential to provide	There is a need to provide access to technology, technology support, electronic professional learning and electronic assessments for both teachers and students, specifically our unduplicated population at all times. Providing this allows unduplicated students the ability to access needed instructional materials and technology during class time, after school, and on weekends. In addition, it allows unduplicated students the ability to access programs that provide intervention and support to increase outcomes in ELA and Math on District assessments and access the internet with hotspots while off campus or at home to help support closing the gap in ELA and Math of our unduplicated students. Without these devices and support many of our unduplicated students would not be able to access materials and programs outside of class time. DIBEL's Amplify Online is provided on a grade-level basis for K-2 to support literacy development for students. Student technology, technology support staff, resources and programs are provided on an LEA wide basis to support students' access to technology, provide continuity of support as students move through grade levels, and while all students will benefit from these actions they are principally directed toward our low income, English Learner, and foster youth students to support increased outcomes in ELA and Math. Elementary Illuminate is provided on a Schoolwide basis to support Elementary Student Assessment and Interventions to increase outcomes in ELA and Math.	This action will be measured by the metrics identified in the action description.

	comprehensive support through online assessments, technology staff, and devices for students, alongside testing and gradebook software. Implementing online professional development for teachers is also crucial to enhance instructional quality in English and Math. These resources will enable more effective monitoring and support of student progress, ensuring that instructional strategies are data-driven and tailored to meet the unique needs of each student group. By leveraging technology and targeted professional development, we can create a more responsive and equitable educational environment that supports the academic growth of all students, particularly our unduplicated student population. This comprehensive approach is not only justified but necessary to close the achievement gaps and ensure all students have the opportunity to succeed.	Providing technology resources, support staff, online assessments, and professional development on a schoolwide and LEA-wide basis ensures that all students, especially English Learners, low-income students, and foster youth, have equitable access to the tools and support necessary for academic success. If these supports were limited only to unduplicated students, it could lead to feelings of isolation or stigma and deprive them of the collaborative, inclusive learning environment that comes from engaging with peers who also benefit from advanced technology and instructional resources. By making these resources available to everyone, the district not only addresses achievement gaps in ELA and Math but also fosters a culture of inclusion, digital literacy, and shared academic growth, empowering unduplicated students to thrive without being singled out while raising the overall performance of the entire school community.	

Goal 2: Action 9: Librarians Support; Action 10: Library: K12 Library Materials	2024 data underscores disparities in English Language Arts (ELA) performance, particularly among English Learners and Low-Income students. MAPS secondary assessment growth data reveals that only 43.3% of English Learners and 49.3% of Low-Income students show growth in Reading for Grades 7-11. Additionally, language growth for these groups stands at a 33.4% for English Learners and 55.6% for Low-Income students. Furthermore, I-Ready Elementary data indicates that only 37% of all students meet ELA standards, with even lower percentages for English Learners (20%) and Low-Income students (28%). These statistics highlight a critical need for enhanced literacy resources and support to improve ELA outcomes. In addition, educational partner feedback from the LCAP Surveys showed students wanting more support for struggling students, increased resources in the classroom, improved technology and adequate school supplies. Teachers expressed the need for implementing interventions, inclusive curriculum that aligns with student needs and adequate school supplies. Parents added more inclusive education and increased access to books from other languages and cultures. These support the need for quantity libraries and staffing.	While our library program throughout the district supports all students, the first consideration is to support the literacy needs of our unduplicated students. The addition of middle school librarians, library technicians at all sites, and increased funding to improve the physical and digital collections at all school sites are focused on increasing services and decreasing the gap on our ELA scores within our unduplicated population. CJUSD would be limited in library services and the ability to provide books and materials for our unduplicated students at our schools without this support. These library resources are provided on an LEA wide basis to support students' access to books and literacy development and while all students will benefit from these actions they are principally directed toward our low income, English Learner, and foster youth students to support increased outcomes in English Language Arts and provide continuity of support as students advance through grade levels.	This action will be measured by the metrics identified in the action description.

	To address these pressing needs, it is essential to provide dedicated librarians, library media technicians, and a diverse collection of print and digital books, including bilingual books in English and Spanish. Librarians and library media technicians play a crucial role in fostering a love of reading, guiding students and teachers in selecting appropriate materials, and supporting literacy development through targeted programs and activities. Access to a wide range of books will help cater to diverse reading interests and levels, encouraging more students to engage in reading. Moreover, providing books in both English and Spanish will support bilingual students and their families, promoting literacy in both languages. These actions will create a more inclusive and resource-rich environment, directly addressing the literacy challenges faced by our students and supporting their academic growth in ELA.	Providing library resources and dedicated librarian support on an LEA-wide basis ensures that all students—especially low-income students, English Learners, and foster youth—have equitable access to diverse, high-quality print and digital materials, bilingual books, and expert guidance that foster literacy development and a love of reading. If these supports were limited only to unduplicated students, it could lead to feelings of isolation or stigma and would deprive them of the inclusive, collaborative learning environment that comes from engaging with peers who also benefit from enriched library services. By making these resources available districtwide, the LEA not only addresses persistent gaps in English Language Arts achievement but also creates a culture of inclusion and continuity, empowering unduplicated students to thrive academically without being singled out, while raising the overall literacy outcomes and educational experience for the entire student community.	

Goal 2: Action 17: Teacher Induction;	The urgency of providing a robust teacher induction program is underscored by both the anticipated departure of approximately 100 teachers and the 2024 academic performance data. The MAPS secondary assessment growth data reveals significant gaps, with only 47.6% of English Learners and 53.0% of Low-Income students showing growth in Math, and 43.3% of English Learners and 49.3% of Low-Income students exhibiting growth in Reading for Grades 7-11. Language growth is particularly low, at 33.4% for English Learners and 55.6% for Low-Income students. Additionally, I-Ready data reveals that 37% of all students meet ELA standards and 27% meet Math standards, with lower percentages for English Learners (20% ELA, 13% Math), Foster Youth (29% ELA, 17% Math), and low income students (28% ELA, 20% Math). In addition, educational partner feedback from the LCAP survey and parent meetings identified professional development for teachers, overall improved instruction in the classroom, and better classroom environments as a need. Therefore, a teacher induction program is crucial to support the new teachers who will join the district, ensuring they are well-equipped to deliver high-quality instruction and support our students.	During the 2023-24 school year CJUSD has approximately 85 teachers are retiring and will need to hire and train quality teachers to continue high quality instruction in the next three years. CJUSD plans to support a teacher induction program for new teachers for the first two years to support their growth and development. Although focused on all students the development of quality teachers supports closing the gaps in ELA and Math between our all student group and our unduplicated students. A teacher induction program is crucial to support the new teachers who will join the district, ensuring they are well-equipped to deliver high-quality instruction. This program will provide structured mentorship, professional development, and continuous support, fostering effective teaching practices and improving student learning outcomes. Particularly in a year marked by significant staff turnover, a strong induction program is essential to maintain instructional quality and address the diverse needs of our student population. By investing in the professional growth of new teachers, we can enhance their ability to support English Learners, Low-Income students, and other underserved groups, ultimately helping to close achievement gaps and promote academic success across the district.	This action will be measured by the metrics identified in the action description.

		These resources and programs are provided on an LEA wide basis to support students' access to best first instruction and while all students will benefit from these actions they are principally directed toward our low income, English Learner, and foster youth students to support increased outcomes in ELA and Math. Providing a comprehensive teacher induction program on an LEA-wide basis ensures that all new teachers receive consistent, high-quality mentorship and professional development, which is critical for maintaining instructional excellence and addressing the diverse needs of every student, especially low-income students, English Learners, and foster youth. If this support were offered only to teachers working with unduplicated students, it could limit the overall instructional quality across the district and inadvertently isolate or stigmatize both teachers and students in those settings. By making induction resources available to all new teachers, the district fosters a collaborative and inclusive professional culture that benefits unduplicated students through improved teaching practices, while also raising the standard of education and supporting academic growth for the entire student body.	

Goal 2: Action 23: GATE	Providing a GATE (Gifted and Talented Education) program for elementary and middle school students is crucial for addressing the diverse academic needs within our district. This program offers opportunities for acceleration, enrichment, and co-curricular activities, supported by teacher stipends, conferences, and instructional materials. The 2023-2024 i-Ready assessment data indicates that 37% of all students are meeting standards in English Language Arts (ELA) and 27% in Mathematics. In contrast, GATE students have significantly higher achievement levels, with 75% meeting ELA standards and 71% in Mathematics. This underscores the importance of enhancing services for high-achieving students to maintain and further their academic growth. In addition, educational partners expressed the need for additional academic support (parents), more engaging and diverse classes (students), and a more inclusive curriculum that aligns to student abilities (Teachers). Moreover, the MAPS secondary assessment data for middle school students highlights areas needing targeted intervention. For example, in Math, only 38.8% of 7th graders and 54.9% of 8th graders meet growth targets. Reading performance is similar, with 31.7% of 7th graders and 42.1% of 8th graders meeting growth targets, while in Language, the figures are 34.6% for 7th graders and 43.5% for 8th graders. These statistics indicate a significant need for additional resources and support for middle school students to ensure they can achieve their full potential. By expanding the GATE program and	CJUSD would like to continue support for GATE students specifically for our unduplicated population. GATE provides acceleration and enrichment activity at the elementary and middle school level to provide teacher stipends, conferences, instructional materials, and field trips to support the additional time needed for these needs. Data shows that while all students gain from these experiences, supporting our English Learners, foster youth, and low income students is critical to close the achievement gap between all students. These actions are provided on an Schoolwide basis to all elementary and middle schools to support student needs for acceleration, enrichment and co-curricular activities. While all students will benefit from these actions they are principally directed toward our low income, foster youth, and English Learner students to support student equitable access to programs and narrowing the achievement gap in ELA and Math..	This action will be measured by the metrics identified in the action description.

	providing targeted support, we can better cater to the needs of all student sub-groups, including English Learners (EL), Foster Youth (FY), and low-income (LI) students, ultimately fostering a more inclusive and effective educational environment.		

Goal 3: Action 1: PBIS Student Support; Action 2: PBIS Intervention Support; Action 3: PBIS Foster & Low Income Support Services; Action 4: PBIS Aides.	Data from the 2023 CA School Dashboard indicate The data from the 2023 CA School Dashboard underscores the urgent need for comprehensive Positive Behavior Intervention and Supports (PBIS) to address significant issues in student attendance, behavior, and overall school climate. With chronic absenteeism rates alarmingly high—35% for all students, 33.2% for English Learners, 30.9% for Foster Youth, and 36.5% for Low-Income students—there is a clear need for targeted interventions to improve attendance and engagement. Additionally, suspension rates, 5.2% for all students, 4.8% for English Learners, Foster Youth at 8.6%, and 5.4% for low income students indicate a need for behavioral support systems that can address and mitigate disciplinary issues, thereby reducing lost instructional time and improving student outcomes. In addition, LCAP survey results showing educational partner feedback included students asking for more mental health supports and better classroom environment, teachers requesting better discipline management and improved counseling services, and parents requested improved school safety and a reduction in bullying. Implementing actions such as student incentives, behavioral interventions, and providing resources specifically for Low-Income and Foster Youth students and families is crucial. PBIS aides	Interventions and Supports encourages behaviors that promote learning, including good attendance, study habits, and respect. PBIS supports efforts to keep students enrolled in school, maintain student safety, encourage positive school climate, and keep students on track to graduate. Our PBIS Assistant Principals, Learning Specialists, and Duty aides are focused on supporting and communicating with students and parents about safety, positive behaviors and attendance to keep students on a positive academic path. Foster and low income support services and Student Support focuses on students and families by providing needed resources to keep students attending class and meeting their social, emotional and academic needs. PBIS Student Supports, PBIS Intervention Support and PBIS Foster and Low-income support services provide a comprehensive LEA wide approach across sites supporting all students. Meanwhile, PBIS Aides provide a schoolwide approach where the goal of these actions are to narrow the gaps in absenteeism, suspension rate, attendance rate, and drop out rate for English Learners, foster youth and low income students. This supports our broader goal of Student Wellness.	This action will be measured by the metrics identified in the action description.

	supporting behavior on school sites can play a vital role in fostering a positive school environment and reducing the need for suspensions and expulsions (below 1% all groups) but still represent significant disruptions for the affected students. The dropout rates, particularly at the high school level (9.9% for all students, 5.6% English Learners, 3.0% low income), further highlight the necessity for these supports to keep students engaged and in school. Attendance rates, for all students are at 91.74%, English learners 91.50%, Foster Youth at 91.54% and low income 91.56%, and low school climate scores (2.87 for middle schools and 2.86 for high schools), underscore the need for a supportive and positive school environment. By continuing and enhancing these PBIS actions, we can create a more inclusive, engaging, and supportive educational atmosphere that addresses the needs of all students, particularly the unduplicated populations.	Providing PBIS Student Support, Intervention Support, Foster & Low-Income Support Services, and PBIS Aides on an LEA-wide and schoolwide basis is essential because it creates a positive, inclusive school climate where all students—especially English Learners, low-income students, and foster youth—benefit from consistent behavioral expectations, increased attendance, and improved wellness. If these supports were limited only to unduplicated students, it could lead to feelings of isolation or stigma, undermine their sense of belonging, and reduce the effectiveness of interventions by separating them from a collaborative, supportive community. By making PBIS supports available to every student, the district addresses disparities in absenteeism, suspensions, and dropout rates, while fostering a culture of safety, respect, and academic engagement that empowers unduplicated students to thrive alongside their peers and enhances the overall school climate for the entire student body.	

Goal 3: Action 5: Mental Health Student Support; Action 6: Site Support; Action 8: Comprehensive School Counseling	The data from the 2024 CA School Dashboard highlights improvements but also significant challenges in student attendance and overall school climate, emphasizing the critical need for robust social-emotional support systems and continued improvement in these areas. Chronic absenteeism dropped to 23.6% from 35% for all students, to 20.7% from 33.2% of English Learners, from 28.6% from 30.9% of Foster Youth, and to 25.1% from 36.5% of Low-Income students missing school. Similarly, attendance rates for all students increased to 93.2% from 91.74%, English learners to 93.3% from 91.50%, Foster Youth to 94.4% from 91.54%, and low income to 93.1% from 91.56%.These figures while improved still underscore the need for targeted interventions to address the underlying social-emotional issues contributing to absenteeism and disengagement. Additionally, school climate ratings for middle schools and high schools are scoring below the good threshold of 3.0 dropping from 2.87 to 2.86 and maintaining 2.86, respectively. This indicates a continued support for the need for student well-being and learning. To address these pressing issues, the actions	CJUSD continues our improvement journey and has placed a high emphasis on mental and physical health of students to support school attendance, positive behaviors, and academic success. Over the last 3 years the focus has been on increasing referrals to our mental health program as numbers rose from 417 students to over 1000 students. The focus for the next three years is concentrating on offering tier 2 and tier 3 supports and whether students have had their needs addressed so they may return to the classroom and be successful. Our first line of support is our physical health focus with our nurses, health assistance, and psychologists that support all sites. Activity centers provide areas for students to work on their physical health so they may maintain focus in classrooms. Our Mental Health program that includes a mental health director and clinical therapist allows us to work with local colleges to support over 40 interns working at our school sites to support student tier 2 and 3 needs. Comprehensive school counseling focuses on the initial referrals of students for social, emotional, behavioral, and academic support to assist students so they may return to class and be successful. While this initiative supports a comprehensive school-wide approach across school sites supporting all students, the goal of this action is to narrow the gaps in absenteeism, suspension rate, graduation rate and meet the tier 2 and 3 needs for English Learners, foster youth and low income students. This supports our broader goal of Student Wellness.	This action will be measured by the metrics identified in the action description.

	described in the LCAP, including the support from the Director of Mental Health and over 20 interns, are essential. These professionals provide critical social-emotional support at school sites, helping to address the mental health needs of students. The establishment of wellness and activity centers at the high schools and now being added to the middle schools is crucial for fostering a supportive environment where students can thrive emotionally and academically. Comprehensive school counseling services further ensure that students receive the guidance and support needed to navigate their educational journey successfully. Educational partner feedback and survey data consistently identify mental health and social-emotional support as top priorities for enhancing student learning and well-being. By continuing to invest in these supports, we can create a more inclusive and nurturing educational environment that addresses the needs of all students, particularly those most at risk, thereby continuing to improve attendance, engagement, and overall school climate.	Providing comprehensive mental health student support, site-based services, and schoolwide counseling on a districtwide basis is essential because it ensures that all students—especially English Learners, foster youth, and low-income students—have equitable access to the social-emotional and behavioral supports necessary for academic engagement, regular attendance, and overall well-being. If these supports were limited only to unduplicated students, it could lead to feelings of stigma or isolation, reduce their sense of belonging, and undermine the effectiveness of interventions by separating them from a supportive, collaborative school community. By making these resources available to everyone, the district addresses persistent gaps in absenteeism, suspension rates, and graduation rates, while fostering a nurturing environment where all students can thrive emotionally and academically. This inclusive approach not only helps at-risk students return to class and succeed but also enhances the overall school climate, supporting student wellness and positive behaviors for the entire school population.	

Goal 3: Action 9: Home to School Transportation	The data from the 2023 CA School Dashboard highlights critical issues that justify the need for continued and enhanced home-to-school transportation support as described in the LCAP. With a chronic absenteeism rate of 35% for all students, 30.9% for Foster Youth, and 36.5% for low-income students, it is evident that many students face significant barriers to regular attendance. These rates far exceed the state target of 2.5%, indicating a need for interventions that can help improve attendance. Ensuring reliable transportation is a fundamental step in addressing these barriers, especially for the 82% of students reported as low-income and the 87% unduplicated count. Attendance data further emphasizes the need for this support. Attendance rates for all students are at 91.74%, English learners 91.50%, Foster Youth at 91.54%, and low income 91.56%.. The geographic layout of the district, with many areas separated by a freeway, adds to the transportation challenges faced by families. Community partner feedback strongly supports the need for home-to-school transportation, highlighting its importance for students to attend school daily. By providing this essential service, the district can help mitigate the challenges faced by families who lack transportation or have work commitments during school hours, ultimately leading to improved attendance and academic outcomes.	Home-to-school transportation addresses the need in designated areas for our students to get to school. Although provided to all students in those areas, it specifically benefits our foster youth and low income students and supports a decrease in absenteeism and increase in attendance rate at school. Our data over the last 3 year period showed increases in attendance and decreases in chronically absent students especially for our foster youth and low income students closing the gap and in the case of foster youth, better than average attendance for this sub-group. It is reported through feedback from community partner groups that removing the transportation action would result in increased absences. While this initiative supports an LEA wide approach across sites supporting all students, the goal of this action is to narrow the gaps in absenteeism, and attendance rates for English Learners, foster youth and low income students. This supports our broader goal of Student Wellness	This action will be measured by the metrics identified in the action description.

		Providing home-to-school transportation on an LEA-wide basis is essential because it ensures that all students—especially English Learners, foster youth, and low-income students—have reliable access to school, which is fundamental for improving attendance and reducing chronic absenteeism. If transportation were limited only to unduplicated students, it could lead to feelings of stigma or isolation and undermine their sense of belonging, while also depriving them of the inclusive, supportive environment that comes from traveling and learning alongside their peers. By making transportation available to all students in designated areas, the district addresses significant barriers faced by families, fosters a culture of inclusion and shared responsibility, and supports student wellness by helping unduplicated students attend school regularly and succeed academically without being singled out.	

Parent Engagement and Communication: Goal 4: Action 1: Parent Workshops; Action 4 Communications Specialist	The data and feedback from parents underscore the need for continued and enhanced support for workshops and multilingual communication within the LCAP. Parent workshops and effective communication are vital for empowering parents, especially those who are low-income, foster youth caregivers, or non-English speakers, to support their children's academic success. With ELA and Math scores significantly below standards, as indicated by the CA School Dashboard, where all students are at -56.8 dfs in ELA and -91.3 dfs in Math, and even lower scores for English Learners (-91.8 dfs) and Foster Youth (-83.6 dfs), it is evident that parental involvement and support are crucial in bridging these gaps. Workshops can equip parents with the skills and knowledge needed to better assist their children, creating a more supportive home learning environment. In addition, feedback from the parent LCAP survey and the District DELAC requested better communication with parents, support for parents understanding the district and school systems so they can support their students, and opportunities to grow as parent leaders in the district. In 2024, CJUSD provided 1,585 parent workshops focusing on parent leadership and academic support, demonstrating a strong	CJUSD continues to look for ways to support increased parent engagement and communication especially within our unduplicated student population. Although a support to all students these actions specifically target low income, foster youth, and English Learner parents to provide an understanding of the educational environment of their students and how to seek out support and resources to help their students succeed at school. Many of our committees, workshops and training are specifically targeting our unduplicated student groups with the goal of closing the gap in student achievement between our unduplicated student groups and all student groups. While this initiative supports a comprehensive LEA wide approach across sites supporting all students, parents and the community, the goal of this action is to increase engagement and communication for English Learners, foster youth and low income students and families. This supports our broader goal of Parent and Community Engagement and provides continuity of support for parents as students advance through grade levels.	This action will be measured by the metrics identified in the action description.

	commitment to engaging parents. However, the need to improve and expand these efforts remains, particularly in multilingual communication to ensure inclusivity for our non-English speaking families. Increased parent communication and workshop attendance can lead to better student outcomes, as parents who are well-informed and equipped can play a significant role in their children's education. By investing in these actions, the district can foster stronger home-school connections, ultimately contributing to improved academic performance and a more inclusive educational environment.	Providing parent workshops and communications support on an LEA-wide basis is essential because it ensures that all families—especially those of English Learners, foster youth, and low-income students—have equitable access to the information, resources, and skills needed to support their children's academic success. Limiting these supports only to unduplicated student groups could isolate or stigmatize families, reducing their engagement and sense of belonging within the school community. By making workshops and multilingual communication available to all, the district fosters a welcoming environment where every parent can participate, collaborate, and grow as a partner in their child's education. This inclusive approach not only addresses persistent achievement gaps in ELA and Math but also strengthens home-school connections, empowers parents to navigate the educational system, and builds a more supportive, informed, and engaged community for all students.	

Insert or delete rows, as necessary.

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

Goal 1: Action 1: Language Assessment Center; Action 2: Language Support Services; Action 3: EL Site Support; Action 4: EL Instruction & Technology; Action 6: Multilingual Instructional Support	The 2024 CA School Dashboard data shows 48.2% up from 46.8% (2023) of English Learners are making progress toward English language proficiency, highlighting a critical need for continued targeted support. Reclassification rates show 14% up from 13.5% of English Learners and 13% down from 25% of Long-Term English Learners (LTELs) achieving reclassification. These figures indicate that a significant number of students are not reaching the necessary language proficiency levels to succeed academically. By providing comprehensive support through the Language Assessment Center, we can ensure that all English Learners receive the initial ELPAC assessment and are placed in the appropriate courses. This targeted placement is crucial for addressing the diverse needs of newcomers and LTELs. Furthermore, Language Support Services, including direct support from Curriculum Program Specialists, Multilingual Instructional Aides, additional curriculum resources, instructional materials, and assessment programs, are vital for enhancing instruction and improving outcomes. Feedback from parents and educators consistently underscores the importance of these services, emphasizing the need to continue and expand support for language acquisition. By investing in these actions, the district can significantly improve English Learner progress and reclassification rates, ultimately enhancing the academic success and future opportunities for students.	The actions support providing our Language assessment center which provides the initial ELPAC testing to students, support resources for families and the placement of English Learners into their classifications to support school sites in providing the correct classrooms and teachers to students. Language Support Services provides support, professional development, curriculum, and Multilingual Instructional Aides to teachers and sites to support all English Learners including newcomers and LTEL's This support for 2024-25 is through 1 full day training on differentiation for all teachers, 10 hours of in-class support, and support for principals to conduct classroom walkthroughs with feedback twice a month. With this targeted focus for English learners the district will continue to show improved outcomes on the ELPi and reclassification rates. These actions are provided on an LEA wide basis and ensures that English Learners and LTEL students receive high quality instruction to promote language proficiency and acquisition to promote successful outcomes for student achievement and provide continuity of support as students advance through grade levels.	This action will be measured by the metrics identified in the action description.

Parent Engagement & Communication Goal 4: Action 2 PE: Multilingual Family & Community Engagement; Action 3: Family & Community Resources Action 5: Multilingual Services	The high rates of chronic absenteeism, as indicated by the 2024 and 2023 CA School Dashboards, reveal a continued significant need for enhanced parent communication and support. With 23.6% down from 35% of all students, 20.7 down from 33.2% of English Learners, 28.6% down from 30.9% of Foster Youth, and 25.1% down from 36.5% of Low-Income students being chronically absent, it is clear that more parent engagement is still needed and the need to provide them with the resources necessary to support their children's education. Translators and interpreters are essential for ensuring that non-English speaking parents can fully participate in their children's educational journey, while community liaisons can bridge the gap between families and the resources they need. Additionally, the feedback from parents highlights the necessity of continuing and expanding parent workshops and increasing multilingual communication. These workshops, which CJUSD provided to 1,585 parents last year, are crucial for building parent leadership and equipping parents with the skills to support their children's academic success. By improving attendance at District Parent/Community Meetings and providing more resources, we can create a more inclusive and supportive environment for all families, particularly those who are low-income, foster youth, or English Learners. These actions are vital for addressing the specific needs of these groups and ultimately reducing chronic absenteeism and improving student outcomes.	CJUSD continues to look for ways to support increased parent engagement and communication especially within our unduplicated student population. These actions specifically target low income, foster youth and English Learner parents to provide an understanding of the educational environment of their students and how to seek out support and resources to help their student succeed at school. Many of our committees, workshops and training are specifically targeting these student groups with the goal of closing the gap in student achievement between our unduplicated student groups and all student groups. This initiative supports a comprehensive LEA wide approach focused on our English Learners, foster youth and low income students and families. The goal of this action is to increase engagement and communication for these students and parents. This supports our broader goal of Parent and Community Engagement and provides continuity of services as students move through grade levels.	This action will be measured by the metrics identified in the action description.

Goal 2: Action 16: Teacher Collaboration Days;	The data indicates an achievement gap between English Learners and their peers, with English Learners scoring lower in both Math and Reading on the MAPS secondary assessment and i-Ready assessments. Specifically, English Learners show a growth rate of 47.6% in Math and 43.3% in Reading for grades 7-11, while their proficiency in Language is only at 33.4%. Additionally, only 20% of English Learners are meeting the ELA standards, and a mere 13% are meeting the Math standards according to i-Ready data. This highlights the need for targeted instructional strategies to better support English Learner students. In addition, educational partner feedback included teachers requesting professional development for English Learners specifically around differentiation of instructional strategies and DELAC parents requesting more accountability for student growth and achievement. To address these disparities, providing two dedicated collaboration days during the school year is essential. One collaboration day with a substitute will allow teachers to work together without interrupting their regular teaching schedule, and an additional day off calendar will provide further opportunities for in-depth planning and strategy development. These	CJUSD plans to support a focus on English Learner students with providing 2 non-student collaboration days in the school calendar, 1 collaboration day with a substitute and 1 collaboration day outside the school calendar to work on effective lesson planning with a focus on Integrated English Language Development (ELD) and Designated ELD to support increased outcomes in ELA and Math. Focus will be on developing lesson plans with language objectives and differentiation strategies for English Learners, and preparing for in-class support. This is targeted specifically to support English Learners and supports closing the gap in ELA and Math between our all student groups and our English Learners. These Teacher collaboration days are provided on an LEA wide basis to support students' equitable access to first best instruction with a focus on English Learner students to support increased outcomes in ELA and Math.	This action will be measured by the metrics identified in the action description.

	Collaboration days will enable teachers to share best practices, develop tailored lesson plans, and align instructional strategies to better meet the needs of English Learner students. By fostering a collaborative environment, teachers can collectively address the specific challenges faced by English Learners, ultimately leading to improved academic outcomes and narrowing the achievement gap.		

Insert or delete rows, as necessary.

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.

N/A

Additional Concentration Grant Funding

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

All CJUSD Schools have a high concentration (above 55 percent) of foster youth, English learners and low-income students. The plan for the additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students at school. includes the following:

Goal 1, Action 6 - Provide bilingual instructional assistants (10 fte) to assist English Learner students and support them in the classroom with academic language and content knowledge acquisition.

Goal 1, Action 13 - Provide our students at our elementary schools with enrichment experiences in art, STEAM, choral music, dance, and physical education that will rotate amongst three schools each to provide students these experiences. Additionally, provide one additional band teacher to support each middle school site with a full time band instructor. Research shows that students who have a background in the arts perform better in school than those students who are not provided those opportunities. This funding allows CJUSD to provide its students a well-rounded education with a goal being to increase student outcomes.

Goal 2, Action 9- Provide Technology direct support to continue our 1 to 1 student Chromebook, hotspot and technology program which includes increasing library technician hours from 6 to 8 adding 3 site support technicians, and 1 electronics technician to provide support, access, and training, to students using Chromebooks and other technology devices. This supports the district LCAP goals of Student Achievement and Equity for our students and parents of unduplicated students.

Goal 2, Action 18 - Includes instructional assistants (43 fte) including instructional assistants for our Transitional Kindergarten (TK) classes at all elementary sites to provide direct support for students' early literacy, numeracy, and skill building as we expand our TK program. The additional instructional aides provide classified staff support for students in all schools to provide direct support for students' literacy in English Language Arts and support for Mathematics students at all grade levels.

Goal 3, Action 4 - Provide sites with PBIS aides at elementary (54 fte) and middle school (8 fte) sites to support student wellness and provide enrichment activities in support of student engagement in school.

Goal 3, Action 5 - Support the mental health of students with three additional clinical supervisors who will provide direct mental health service to students and assist with student and parent outreach for mental health resources on all of our sites. This supports the district LCAP goal of Wellness for our students and parents of unduplicated students.

Goal 3, Action 6 - Provide four additional nurses to provide more physical health support to our campuses. Additionally, provide an additional 2 hours to move site health technicians from 6-hour to 8-hour positions at our sites to support the times that students are on campus.. Due to the continued concerns with student wellness it is essential to have health technicians at school sites for extended times during the school day so they can provide needed support to students and families with regard to both physical and mental health.

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	No comparison schools, therefore, not applicable	No comparison schools, therefore, not applicable
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore, not applicable	No comparison schools, therefore, not applicable

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	$ 200,555,921	$ 76,125,485	37.96%	0.000%	37.96%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
$ -	$ 81,171,608	$ 30,061,707	$ -	$ 2,217,734	$ 113,451,049.00	$ 59,808,969	$ 53,642,080

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	English Learner Support: Language Assessment Center	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	2	English Learner Support: Language Support Services	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	3	English Learner Support: English Learner Site Suppot	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	4	English Learner Support: Instruction and Technology	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3
1	5	English Learner Support: Dual Immersion	English Learners	Yes	Schoolwide	English Learners	Grimes, Birney, Grand Terrace, Zimmerman Elementaries, JBMS	3
1	6	English Learner Support: Multilingual Instructional Support	English Learners	Yes	Limited	English Learners	All Schools	3
1	7	Career Technical Education/Linked Learning (CTE/LL: Site Pathway Support	Unduplicated Students	Yes	LEA-wide	All	High Schools	3
1	8	CTE/LL: Work-Based Learning	Unduplicated Students	Yes	Schoolwide	All	High Schools	3
1	9	CTE/LL: Professional Development	Unduplicated Students	Yes	Schoolwide	All	High Schools	3
1	10	CTE/LL: ROP Program	Unduplicated Students	Yes	Schoolwide	All	High Schools	3
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	Middle & Comprehensive High Schools, Jurupa Vista Elementary	3
1	12	AP Testing Support	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	High Schools	3
1	13	VAPA: VAPA Teachers	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
1	14	VAPA: Site Support	Low Income	Yes	LEA-wide	Low-Income	All Schools	3
1	15	NJROTC Support	Low Income	Yes	Schoolwide	Low-Income	Bloomington High & Colton High	3

1	16	Student Field Trips	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
1	17	Athletics: Middle School and Alternative Ed Intramural	Low Income	No	Schoolwide	Low-Income	CMS, JBMS, RHMS, THMS, SMHS, WHS	3
1	18	Secondary Elective Textbooks	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	1	English Language Arts (ELA) Support	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	2	Mathematics (Math) Support	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	3	Summer School	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	4	Elementary Instructional Support	Unduplicated Students	Yes	Schoolwide	All	All Elementary Schools	3
2	5	DIBELS Amplify Online	Unduplicated Students	Yes	Schoolwide	All	All Elementary Schools	3
2	6	MS MESA	Unduplicated Students	Yes	Schoolwide	All	All Middle Schools	3
2	7	Site/Department Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	8	NGSS/Math Materials	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3
2	9	Library Support	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3
2	10	Library: K-12 Library Materials	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3
2	11	Special Education: Middle Schools Support	Special Education	No	Schoolwide	All	Middle Schools	3
2	12	Special Education: Instructional Support	Special Education	No	LEA-wide	All	All Schools	3
2	13	Special Education: Instructional Materials Support	Special Education	No	LEA-wide	All	All Schools	3
2	14	Student Technology	Low Income	Yes	LEA-wide	Low-Income	All Schools	3
2	15	Technology Support Staff	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	16	Teacher Collaboration Days	English Learners	Yes	Limited	English Learners	All Schools	3
2	17	Teacher Induction	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	18	Classroom Instructional Support	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3
2	19	Alludo License	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	20	Elementary Illuminate	Unduplicated Students	Yes	Schoolwide	All	Elementary Schools	3

2	21	Science Fair Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	22	PSAT Testing 8th grade	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	Middle Schools	3
2	23	Gifted and Talented Education (GATE): Site and Teacher Support	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	Elementary & Middle Schools	3
2	24	Teacher Retention	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
2	25	Equity & Achievement Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	1	PBIS: Student Services	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	2	PBIS: Intervention Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	3	PBIS: Foster & Low Income Support Services	Foster Youth and Low Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	3
3	4	PBIS Aides	Unduplicated Students	Yes	Schoolwide	All	Elementary & Middle Schools	3
3	5	Physical & Mental Health: Mental Health Student Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	6	Physical & Mental Health: Site Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	7	(No Longer Funded in 25-26) Physical & Mental Health: Activity Centers	Unduplicated Students	No	Schoolwide	All	Elementary Schools	1
3	8	Physical & Mental Health: Comprehensive School Counseling	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
3	9	Home-to-School Transportation	Foster Youth and Low Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	3
4	1	Family & Community Engagement Workshops/Meetings	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
4	2	Multilingual Family & Community Communication	English Learners	Yes	Limited	English Learners	All Schools	3
4	3	Family & Community Resources	Low Income, Foster Youth & English Lerners	Yes	Limited	All	All Schools	3
4	4	Family & Community Engagement: Communications	Unduplicated Students	Yes	LEA-wide	All	All Schools	3
4	5	Family & Community Engagement: Multilingual Services	English Learners	Yes	Limited	English Learners	All Schools	3
5	1	(No longer funded in 25-26) Intervention Support	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	1
5	2	Student and Family Engagement	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	3
5	3	Wellness Center	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	3
5	4	Science Lab	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	2

5	5	Assistant Principal	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	2
6	1	Wellness Center	All Students	No	Schoolwide	All	Washington HS	3
6	2	Student and Family Engagement	All Students	No	Schoolwide	All	Washington HS	3
6	3	Intervention Support	All Students	No	Schoolwide	All	Washington HS	3
6	4	Instructional Support	All Students	No	Schoolwide	All	Washington HS	3
6	5	Supplemental Professional Development	All Students	No	Schoolwide	All	Washington HS	1
7	1	Equity & School Climate Support	African-America	No	LEA-wide	All	Colton Joint USD	3
8	1	Targeted Interventions in ELA and Math	Students with Diabilities and English Learners	No	Schoolwide	English Learners	Wilson Elementary	3
9	1	Restorative Practices	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2
9	2	Math Supports	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2
9	3	ELA Supports	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2
9	4	Behavior Technician	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2
10	1	Counseling and Mental Health Action Supports	All Students	No	LEA-wide	All	Colton Joint USD	2
10	2	English Learner, Literacy and Mathematics Support	All Students	No	LEA-wide	All	Colton Joint USD	2
10	3	Credit Recovery	All Students	No	LEA-wide	All	Colton Joint USD	2

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$ 461,597	$ -	$ 461,597	$ -	$ -	$ -	$ 461,597	0.000%
1	2	$ 1,012,817	$ -	$ 511,198	$ -	$ -	$ 501,619	$ 1,012,817	0.000%
1	3	$ 1,005,291	$ -	$ 1,005,291	$ -	$ -	$ -	$ 1,005,291	0.000%
1	4	$ -	$ 195,000	$ 195,000	$ -	$ -	$ -	$ 195,000	0.000%
1	5	$ 5,488,773	$ 175,000	$ 5,663,773	$ -	$ -	$ -	$ 5,663,773	0.000%
1	6	$ 1,678,907	$ -	$ 1,678,907	$ -	$ -	$ -	$ 1,678,907	0.000%
1	7	$ -	$ 844,000	$ 162,000	$ 200,000	$ -	$ 482,000	$ 844,000	0.000%
1	8	$ 2,537,236	$ 30,000	$ 2,458,326	$ 108,910	$ -	$ -	$ 2,567,236	0.000%
1	9	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
1	10	$ -	$ 3,403,000	$ 3,403,000	$ -	$ -	$ -	$ 3,403,000	0.000%
1	11	$ 1,914,374	$ 810,212	$ 2,724,586	$ -	$ -	$ -	$ 2,724,586	0.000%
1	12	$ -	$ 220,844	$ 15,000	$ -	$ -	$ 205,844	$ 220,844	0.000%
1	13	$ 2,879,488	$ 290,000	$ 3,169,488	$ -	$ -	$ -	$ 3,169,488	0.000%
1	14	$ -	$ 642,500	$ 642,500	$ -	$ -	$ -	$ 642,500	0.000%
1	15	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
1	16	$ -	$ 270,000	$ 270,000	$ -	$ -	$ -	$ 270,000	0.000%
1	17	$ -	$ 1,112,819	$ -	$ 1,112,819	$ -	$ -	$ 1,112,819	0.000%

1	18	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
2	1	$ 1,372,956	$ -	$ 1,372,956	$ -	$ -	$ -	$ 1,372,956	0.000%
2	2	$ 1,393,773	$ -	$ 1,393,773	$ -	$ -	$ -	$ 1,393,773	0.000%
2	3	$ -	$ 1,100,000	$ 1,100,000	$ -	$ -	$ -	$ 1,100,000	0.000%
2	4	$ 3,173,786	$ 414,984	$ 3,588,770	$ -	$ -	$ -	$ 3,588,770	0.000%
2	5	$ -	$ 131,241	$ 131,241	$ -	$ -	$ -	$ 131,241	0.000%
2	6	$ 574,475	$ 30,000	$ 604,475	$ -	$ -	$ -	$ 604,475	0.000%
2	7	$ 251,507	$ 5,477,157	$ 5,728,664	$ -	$ -	$ -	$ 5,728,664	0.000%
2	8	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
2	9	$ 3,010,966	$ -	$ 3,010,966	$ -	$ -	$ -	$ 3,010,966	0.000%
2	10	$ -	$ 450,000	$ 450,000	$ -	$ -	$ -	$ 450,000	0.000%
2	11	$ 3,384,953	$ -	$ -	$ 3,384,953	$ -	$ -	$ 3,384,953	0.000%
2	12	$ 4,704,766	$ -	$ -	$ 4,704,766	$ -	$ -	$ 4,704,766	0.000%
2	13	$ -	$ 392,100	$ -	$ 392,100	$ -	$ -	$ 392,100	0.000%
2	14	$ -	$ 3,457,082	$ 3,457,082	$ -	$ -	$ -	$ 3,457,082	0.000%
2	15	$ 1,944,007	$ -	$ 1,944,007	$ -	$ -	$ -	$ 1,944,007	0.000%
2	16	$ -	$ 2,665,481	$ 2,665,481	$ -	$ -	$ -	$ 2,665,481	0.000%
2	17	$ -	$ 223,301	$ 132,125	$ -	$ -	$ 91,176	$ 223,301	0.000%

2	18	$ 2,270,880	$ -	$ 2,270,880	$ -	$ -	$ -	$ 2,270,880	0.000%
2	19	$ -	$ 63,425	$ 11,500	$ -	$ -	$ 51,925	$ 63,425	0.000%
2	20	$ -	$ 176,487	$ 176,487	$ -	$ -	$ -	$ 176,487	0.000%
2	21	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
2	22	$ -	$ 25,000	$ 25,000	$ -	$ -		$ 25,000	0.000%
2	23	$ -	$ 141,723	$ 141,723	$ -	$ -	$ -	$ 141,723	0.000%
2	24	$ -	$ 1,533,830	$ 1,533,830	$ -	$ -	$ -	$ 1,533,830	0.000%
2	25	$ -	$ 493,354	$ 493,354	$ -	$ -	$ -	$ 493,354	0.000%
3	1	$ -	$ 486,790	$ 486,790	$ -	$ -	$ -	$ 486,790	0.000%
3	2	$ 6,911,753	$ -	$ 6,911,753	$ -	$ -	$ -	$ 6,911,753	0.000%
3	3	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
3	4	$ 1,477,335	$ -	$ 1,477,335	$ -	$ -	$ -	$ 1,477,335	0.000%
3	5	$ 841,122	$ -	$ 841,122	$ -	$ -	$ -	$ 841,122	0.000%
3	6	$ 3,481,374	$ -	$ 3,367,618	$ 113,756	$ -	$ -	$ 3,481,374	0.000%
3	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	8	$ 2,998,087	$ -	$ 2,998,087	$ -	$ -	$ -	$ 2,998,087	0.000%
3	9	$ 4,111,172	$ 6,837,177	$ 10,948,349	$ -	$ -	$ -	$ 10,948,349	0.000%
4	1	$ -	$ 912,670	$ 27,500	$ -	$ -	$ 885,170	$ 912,670	0.000%

4	2	$ 42,458	$ -	$ 42,458	$ -	$ -	$ -	$ 42,458	0.000%
4	3	$ 288,893	$ 2,500	$ 291,393	$ -	$ -	$ -	$ 291,393	0.000%
4	4	$ 169,091	$ -	$ 169,091	$ -	$ -	$ -	$ 169,091	0.000%
4	5	$ 427,132	$ -	$ 427,132	$ -	$ -	$ -	$ 427,132	0.000%
5	1	$ -	$ -	$ -		$ -	$ -	$ -	0.000%
5	2	$ -	$ 37,000	$ -	$ 37,000	$ -	$ -	$ 37,000	0.000%
5	3	$ -	$ 110,000	$ -	$ 110,000	$ -	$ -	$ 110,000	0.000%
5	4	$ -	$ 24,718	$ -	$ 24,718	$ -	$ -	$ 24,718	0.000%
5	5	$ -	$ 187,000	$ -	$ 187,000	$ -	$ -	$ 187,000	0.000%
6	1	$ -	$ 120,000	$ -	$ 120,000	$ -	$ -	$ 120,000	0.000%
6	2	$ -	$ 25,339	$ -	$ 25,339	$ -	$ -	$ 25,339	0.000%
6	3	$ -	$ 173,000	$ -	$ 173,000	$ -	$ -	$ 173,000	0.000%
6	4		$ 65,000		$ 65,000	$ -	$ -	$ 65,000	0.000%
6	5	$ -	$ 54,621	$ -	$ 54,621	$ -	$ -	$ 54,621	0.000%
7	1	$ -	$ 11,000	$ -	$ 11,000	$ -	$ -	$ 11,000	0.000%
8	1	$ -	$ 245,461	$ -	$ 245,461	$ -	$ -	$ 245,461	0.000%
9	1	$ -	$ 200,000	$ -	$ 200,000	$ -	$ -	$ 200,000	0.000%
9	2	$ -	$ 60,000	$ -	$ 60,000	$ -	$ -	$ 60,000	0.000%

9	3	$ -	$ 150,000	$ -	$ 150,000	$ -	$ -	$ 150,000	0.000%
9	4	$ -	$ 190,054	$ -	$ 190,054	$ -	$ -	$ 190,054	0.000%
10	1	$ -	$ 7,500,000	$ -	$ 7,500,000	$ -	$ -	$ 7,500,000	0.000%
10	2	$ -	$ 9,891,210	$ -	$ 9,891,210	$ -	$ -	$ 9,891,210	0.000%
10	3	$ -	$ 1,000,000	$ -	$ 1,000,000	$ -	$ -	$ 1,000,000	0.000%

2025-26 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
$ 200,555,921	$ 76,125,485	37.96%	0.000%	37.96%	$ 81,171,608	0.000%	40.47%	Total:	$ 81,171,608
								LEA-wide Total:	$ 49,176,706
								Limited Total:	$ 7,278,457
								Schoolwide Total:	$ 24,716,445

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	English Learner Support: Language Assessment Center	Yes	Limited	English Learners	All Schools	$ 461,597	0.000%
1	2	English Learner Support: Language Support Services	Yes	Limited	English Learners	All Schools	$ 511,198	0.000%
1	3	English Learner Support: English Learner Site Suppot	Yes	Limited	English Learners	All Schools	$ 1,005,291	0.000%
1	4	English Learner Support: Instruction and Technology	Yes	Limited	English Learners	All Schools	$ 195,000	0.000%
1	5	English Learner Support: Dual Immersion	Yes	Schoolwide	English Learners	Grimes, Birney, Grand Terrace, Zimmerman	$ 5,663,773	0.000%
1	6	English Learner Support: Multilingual Instructional Support	Yes	Limited	English Learners	All Schools	$ 1,678,907	0.000%
1	7	Career Technical Education/Linked Learning (CTE/LL: Site Pathway	Yes	LEA-wide	All	High Schools	$ 162,000	0.000%
1	8	CTE/LL: Work-Based Learning	Yes	Schoolwide	All	High Schools	$ 2,458,326	0.000%
1	9	CTE/LL: Professional Development	Yes	Schoolwide	All	High Schools	$ 30,000	0.000%
1	10	CTE/LL: ROP Program	Yes	Schoolwide	All	High Schools	$ 3,403,000	0.000%
1	11	Advancement Via Individual Determination (AVID): Site Teacher &	Yes	Schoolwide	English Learners and Low-Income	Middle & Comprehensive High	$ 2,724,586	0.000%
1	12	AP Testing Support	Yes	Schoolwide	English Learners and Low-Income	High Schools	$ 15,000	0.000%
1	13	VAPA: VAPA Teachers	Yes	LEA-wide	All	All Schools	$ 3,169,488	0.000%
1	14	VAPA: Site Support	Yes	LEA-wide	Low-Income	All Schools	$ 642,500	0.000%
1	15	NJROTC Support	Yes	Schoolwide	Low-Income	Bloomington High & Colton High	$ 10,000	0.000%
1	16	Student Field Trips	Yes	LEA-wide	All	All Schools	$ 270,000	0.000%
1	18	Secondary Elective Textbooks	Yes	Schoolwide	All	Middle & High Schools	$ 200,000	0.000%
2	1	English Language Arts (ELA) Support	Yes	Schoolwide	All	Middle & High Schools	$ 1,372,956	0.000%
2	2	Mathematics (Math) Support	Yes	Schoolwide	All	Middle & High Schools	$ 1,393,773	0.000%
2	3	Summer School	Yes	Schoolwide	All	Middle & High Schools	$ 1,100,000	0.000%
2	4	Elementary Instructional Support	Yes	Schoolwide	All	All Elementary Schools	$ 3,588,770	0.000%
2	5	DIBELS Amplify Online	Yes	Schoolwide	All	All Elementary Schools	$ 131,241	0.000%
2	6	MS MESA	Yes	Schoolwide	All	All Middle Schools	$ 604,475	0.000%
2	7	Site/Department Support	Yes	LEA-wide	All	All Schools	$ 5,728,664	0.000%
2	8	NGSS/Math Materials	Yes	Schoolwide	All	Middle & High Schools	$ 200,000	0.000%
2	9	Library Support	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 3,010,966	0.000%
2	10	Library: K-12 Library Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 450,000	0.000%
2	14	Student Technology	Yes	LEA-wide	Low-Income	All Schools	$ 3,457,082	0.000%
2	15	Technology Support Staff	Yes	LEA-wide	All	All Schools	$ 1,944,007	0.000%
2	16	Teacher Collaboration Days	Yes	Limited	English Learners	All Schools	$ 2,665,481	0.000%
2	17	Teacher Induction	Yes	LEA-wide	All	All Schools	$ 132,125	0.000%

2	18	Classroom Instructional Support	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 2,270,880	0.000%
2	19	Alludo License	Yes	LEA-wide	All	All Schools	$ 11,500	0.000%
2	20	Elementary Illuminate	Yes	Schoolwide	All	Elementary Schools	$ 176,487	0.000%
2	21	Science Fair Support	Yes	LEA-wide	All	All Schools	$ 50,000	0.000%
2	22	PSAT Testing 8th grade	Yes	Schoolwide	English Learners and Low-Income	Middle Schools	$ 25,000	0.000%
2	23	Gifted and Talented Education (GATE): Site and Teacher Support	Yes	Schoolwide	English Learners and Low-Income	Elementary & Middle Schools	$ 141,723	0.000%
2	24	Teacher Retention	Yes	LEA-wide	All	All Schools	$ 1,533,830	0.000%
2	25	Equity & Achievement Support	Yes	LEA-wide	All	All Schools	$ 493,354	0.000%
3	1	PBIS: Student Services	Yes	LEA-wide	All	All Schools	$ 486,790	0.000%
3	2	PBIS: Intervention Support	Yes	LEA-wide	All	All Schools	$ 6,911,753	0.000%
3	3	PBIS: Foster & Low Income Support Services	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 100,000	0.000%
3	4	PBIS Aides	Yes	Schoolwide	All	Elementary & Middle Schools	$ 1,477,335	0.000%
3	5	Physical & Mental Health: Mental Health Student Support	Yes	LEA-wide	All	All Schools	$ 841,122	0.000%
3	6	Physical & Mental Health: Site Support	Yes	LEA-wide	All	All Schools	$ 3,367,618	0.000%
3	8	Physical & Mental Health: Comprehensive School Counseling	Yes	LEA-wide	All	All Schools	$ 2,998,087	0.000%
3	9	Home-to-School Transportation	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 10,948,349	0.000%
4	1	Family & Community Engagement Workshops/Meetings	Yes	LEA-wide	All	All Schools	$ 27,500	0.000%
4	2	Multilingual Family & Community Communication	Yes	Limited	English Learners	All Schools	$ 42,458	0.000%
4	3	Family & Community Resources	Yes	Limited	All	All Schools	$ 291,393	0.000%
4	4	Family & Community Engagement: Communications	Yes	LEA-wide	All	All Schools	$ 169,091	0.000%
4	5	Family & Community Engagement: Multilingual Services	Yes	Limited	English Learners	All Schools	$ 427,132	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 90,651,114.00	$ 89,166,755.00

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	English Learner Support: Language Assessment Center	Yes	$ 409,706	$ 376,521
1	2	English Learner Support: Language Support Services	Yes	$ 941,258	$ 458,923
1	3	English Learner Support: English Learner Site Support	Yes	$ 936,115	$ 905,905
1	4	English Learner Support: Instruction and Technology	Yes	$ 195,000	$ 173,757
1	5	English Learner Support: Dual Immersion	Yes	$ 5,089,455	$ 5,764,661
1	6	English Learner Support: Multilingual Instructional Support	Yes	$ 1,255,012	$ 1,124,028
1	7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway Support	Yes	$ 632,265	$ 589,592
1	8	CTE/LL: Work-Based Learning	Yes	$ 2,895,384	$ 2,730,239
1	9	CTE/LL: Professional Development	Yes	$ 30,000	$ 4,355
1	10	CTE/LL: ROP Program	Yes	$ 3,403,000	$ 3,403,000
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	Yes	$ 2,678,756	$ 2,643,906
1	12	AP Testing Support	Yes	$ 145,000	$ 145,000
1	13	VAPA: VAPA Teachers	Yes	$ 3,562,883	$ 3,049,808

1	14	VAPA: Site Support	Yes	$ 642,500	$ 367,932
1	15	VAPA: NJROTC Support	Yes	$ 10,000	$ 5,176
1	16	Student Field Trips	Yes	$ 270,000	$ 214,421
1	17	Athletics: Middle School and Aletnative Ed Intramural Athletics	Yes	$ 130,000	$ 54,697
1	18	Secondary Elective Textbooks	Yes	$ 200,000	$ 55,046
2	1	English Language Arts (ELA) Support	Yes	$ 595,201	$ 1,136,702
2	2	Mathematics (Math) Support	Yes	$ 1,332,777	$ 1,332,690
2	3	Summer School	Yes	$ 1,100,000	$ 693,938
2	4	Elementary Instructional Support	Yes	$ 3,515,511	$ 3,295,913
2	5	DIBELS Amplify Online	Yes	$ 131,241	$ 129,148
2	6	MS MESA	Yes	$ 562,087	$ 534,076
2	7	Site/Department Support	Yes	$ 5,571,409	$ 4,639,967
2	8	NGSS/Math Materials	Yes	$ 200,000	$ 62,976
2	9	Library Support	Yes	$ 3,031,168	$ 2,601,796
2	10	Library: K-12 Library Materials	Yes	$ 450,000	$ 418,642
2	11	Special Education: Middle School Support	No	$ 355,603	$ 355,603
2	12	Special Education: Instructional Support	No	$ 3,580,367	$ 3,580,367
2	13	Special Education: Instructional Materials Support	No	$ 50,000	$ 50,000
2	14	Student Technology	Yes	$ 3,457,082	$ 1,244,433
2	15	Technology Support Staff	Yes	$ 1,798,274	$ 1,312,122

2	16	Teacher Collaboration Days	Yes	$ 2,665,481	$ 1,369,864
2	17	Teacher Induction	Yes	$ 192,125	$ 230,115
2	18	Classroom Insturctional Support	Yes	$ 2,458,361	$ 1,945,798
2	19	Alludo License	Yes	$ 113,425	$ 119,062
2	20	Elementary Illuminate	Yes	$ 176,487	$ 152,618
2	21	Science Fair Support	Yes	$ 50,000	$ 28,008
2	22	PSAT Testing for 8th Grade	Yes	$ 135,000	$ 135,000
2	23	Gifted and Talented Eduction (GATE): Site and Teacher Support	Yes	$ 141,723	$ 102,986
2	24	Teacher Retention	Yes	$ 2,506,213	$ 11,660,505
2	25	Equity & Achievement Support	Yes	$ 493,354	$ 483,003
3	1	PBIS: Student Support	Yes	$ 1,277,304	$ 361,794
3	2	PBIS: Intervention Support	Yes	$ 7,738,291	$ 7,461,328
3	3	PBIS: Foster & Low Income Support Services	Yes	$ 100,000	$ 60,991
3	4	PBIS Aides	Yes	$ 1,457,513	$ 1,469,140
3	5	Physical & Mental Health: Mental Health Students Support	Yes	$ 799,729	$ 809,306
3	6	Physical & Mental Health: Site Support	Yes	$ 3,672,134	$ 3,658,512
3	7	Physical & Mental Health: Activity Center	Yes	$ 500,000	$ 500,001
3	8	Physical & Mental Health: Comprehensive School Counseling	Yes	$ 4,033,232	$ 3,609,272
3	9	Home-to-School Transportation	Yes	$ 10,300,066	$ 9,731,230
4	1	Family & Community Engagement Workshops/Meeting	Yes	$ 136,812	$ 17,061

4	2	Multilingual Family & Community Communication	Yes	$ 111,338	$ 138,800
4	3	Family & Community Resources	Yes	$ 326,060	$ 210,421
4	4	Family & Community Engagement: Communications	Yes	$ 154,118	$ 163,218
4	5	Family & Community Engagement: Multilingual Services	Yes	$ 408,482	$ 338,403
5	1	Intervention Support	No	$ 163,278	$ 217,134
5	2	Student and Family Engagement	No	$ 85,278	$ 22,634
5	3	Wellness Center	No	$ 148,278	$ 92,949
6	1	Wellness Center	No	$ 148,278	$ 111,913
6	2	Student and Family Engagement	No	$ 85,278	$ 53,994
6	3	Intervention Support	No	$ 152,608	$ -
6	4	Instructional Support	No	$ 61,195	$ 20,771
6	5	Supplemental Professional Development	No	$ 20,000	$ 6,000
7	1	Equity & School Climate Support	No	$ 50,000	$ 41,974
8	1	Targeted Interventions in ELA and Math	No	$ 632,619	$ 387,610

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 77,325,835	$ 82,824,746	$ 82,499,409	$ 325,337	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	English Learner Support: Language Assessment Center	Yes	$ 409,706	$ 376,521.00	0.000%	0.000%
1	2	English Learner Support: Language Support Services	Yes	$ 483,381	$ 458,923.00	0.000%	0.000%
1	3	English Learner Support: English Learner Site Support	Yes	$ 936,115	$ 905,905.00	0.000%	0.000%
1	4	English Learner Support: Instruction and Technology	Yes	$ 195,000	$ 173,757.00	0.000%	0.000%
1	5	English Learner Support: Dual Immersion	Yes	$ 5,089,455	$ 5,764,661.00	0.000%	0.000%
1	6	English Learner Support: Multilingual Instructional Support	Yes	$ 1,255,012	$ 1,124,028.00	0.000%	0.000%
1	7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway Support	Yes	$ 162,000	$ 119,327.00	0.000%	0.000%
1	8	CTE/LL: Work-Based Learning	Yes	$ 2,788,771	$ 2,623,626.00	0.000%	0.000%
1	9	CTE/LL: Professional Development	Yes	$ 30,000	$ 4,355.00	0.000%	0.000%
1	10	CTE/LL: ROP Program	Yes	$ 3,403,000	$ 3,403,000.00	0.000%	0.000%
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	Yes	$ 2,678,756	$ 2,643,906.00	0.000%	0.000%
1	12	AP Testing Support	Yes	$ 15,000	$ 15,000.00	0.000%	0.000%
1	13	VAPA: VAPA Teachers	Yes	$ 3,562,883	$ 3,049,808.00	0.000%	0.000%
1	14	VAPA: Site Support	Yes	$ 642,500	$ 367,932.00	0.000%	0.000%
1	15	VAPA: NJROTC Support	Yes	$ 10,000	$ 5,176.00	0.000%	0.000%
1	16	Student Field Trips	Yes	$ 270,000	$ 214,421.00	0.000%	0.000%
1	17	Athletics: Middle School and Aletnative Ed Intramural Athletics	Yes	$ 130,000	$ 54,697.00	0.000%	0.000%
1	18	Secondary Elective Textbooks	Yes	$ 200,000	$ 55,046.00	0.000%	0.000%
2	1	English Language Arts (ELA) Support	Yes	$ 595,201	$ 1,136,702.00	0.000%	0.000%

2	2	Mathematics (Math) Support	Yes	$ 1,332,777	$ 1,332,690.00	0.000%	0.000%
2	3	Summer School	Yes	$ 1,100,000	$ 693,938.00	0.000%	0.000%
2	4	Elementary Instructional Support	Yes	$ 3,515,511	$ 3,295,913.00	0.000%	0.000%
2	5	DIBELS Amplify Online	Yes	$ 131,241	$ 129,148.00	0.000%	0.000%
2	6	MS MESA	Yes	$ 562,087	$ 534,076.00	0.000%	0.000%
2	7	Site/Department Support	Yes	$ 5,571,409	$ 4,639,967.00	0.000%	0.000%
2	8	NGSS/Math Materials	Yes	$ 200,000	$ 62,976.00	0.000%	0.000%
2	9	Library Support	Yes	$ 3,031,168	$ 2,601,796.00	0.000%	0.000%
2	10	Library: K-12 Library Materials	Yes	$ 450,000	$ 418,642.00	0.000%	0.000%
2	14	Student Technology	Yes	$ 3,457,082	$ 1,244,433.00	0.000%	0.000%
2	15	Technology Support Staff	Yes	$ 1,798,274	$ 1,312,122.00	0.000%	0.000%
2	16	Teacher Collaboration Days	Yes	$ 2,655,481	$ 1,369,864.00	0.000%	0.000%
2	17	Teacher Induction	Yes	$ 132,125	$ 170,115.00	0.000%	0.000%
2	18	Classroom Insturctional Support	Yes	$ 2,458,361	$ 1,945,798.00	0.000%	0.000%
2	19	Alludo License	Yes	$ 61,500	$ 67,137.00	0.000%	0.000%
2	20	Elementary Illuminate	Yes	$ 176,487	$ 152,618.00	0.000%	0.000%
2	21	Science Fair Support	Yes	$ 50,000	$ 28,008.00	0.000%	0.000%
2	22	PSAT Testing for 8th Grade	Yes	$ 25,000	$ 25,000.00	0.000%	0.000%
2	23	Gifted and Talented Eduction (GATE): Site and Teacher Support	Yes	$ 141,723	$ 102,986.00	0.000%	0.000%
2	24	Teacher Retention	Yes	$ 2,506,213	$ 11,660,505.00	0.000%	0.000%
2	25	Equity & Achievement Support	Yes	$ 493,354	$ 483,003.00	0.000%	0.000%
3	1	PBIS: Student Support	Yes	$ 1,277,304	$ 361,794.00	0.000%	0.000%
3	2	PBIS: Intervention Support	Yes	$ 7,738,291	$ 7,461,328.00	0.000%	0.000%
3	3	PBIS: Foster & Low Income Support Services	Yes	$ 100,000	$ 60,991.00	0.000%	0.000%
3	4	PBIS Aides	Yes	$ 1,457,513	$ 1,469,140.00	0.000%	0.000%
3	5	Physical & Mental Health: Mental Health Students Support	Yes	$ 799,729	$ 809,306.00	0.000%	0.000%
3	6	Physical & Mental Health: Site Support	Yes	$ 28,745,400	$ 2,860,918.00	0.000%	0.000%

3	7	Physical & Mental Health: Activity Center	Yes	$ 500	$ 500,001.00	0.000%	0.000%
3	8	Physical & Mental Health: Comprehensive School Counseling	Yes	$ 4,033,232	$ 3,609,272.00	0.000%	0.000%
3	9	Home-to-School Transportation	Yes	$ 10,300,066	$ 9,731,230.00	0.000%	0.000%
4	1	Family & Community Engagement Workshops/Meeting	Yes	$ 27,500	$ 17,061.00	0.000%	0.000%
4	2	Multilingual Family & Community Communication	Yes	$ 111,338	$ 138,800.00	0.000%	0.000%
4	3	Family & Community Resources	Yes	$ 326,060	$ 210,421.00	0.000%	0.000%
4	4	Family & Community Engagement: Communications	Yes	$ 154,118	$ 163,218.00	0.000%	0.000%
4	5	Family & Community Engagement: Multilingual Services	Yes	$ 408,482	$ 338,403.00	0.000%	0.000%

2024-25 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)
$ 203,133,305	$ 77,325,835	0.000%	38.067%	$ 82,499,409	0.000%	40.613%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG

funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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).

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