



## LCFF Budget Overview for Parents

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

CDS Code: 37-67991

School Year: 2025-26

LEA contact information:

Karen Minshew

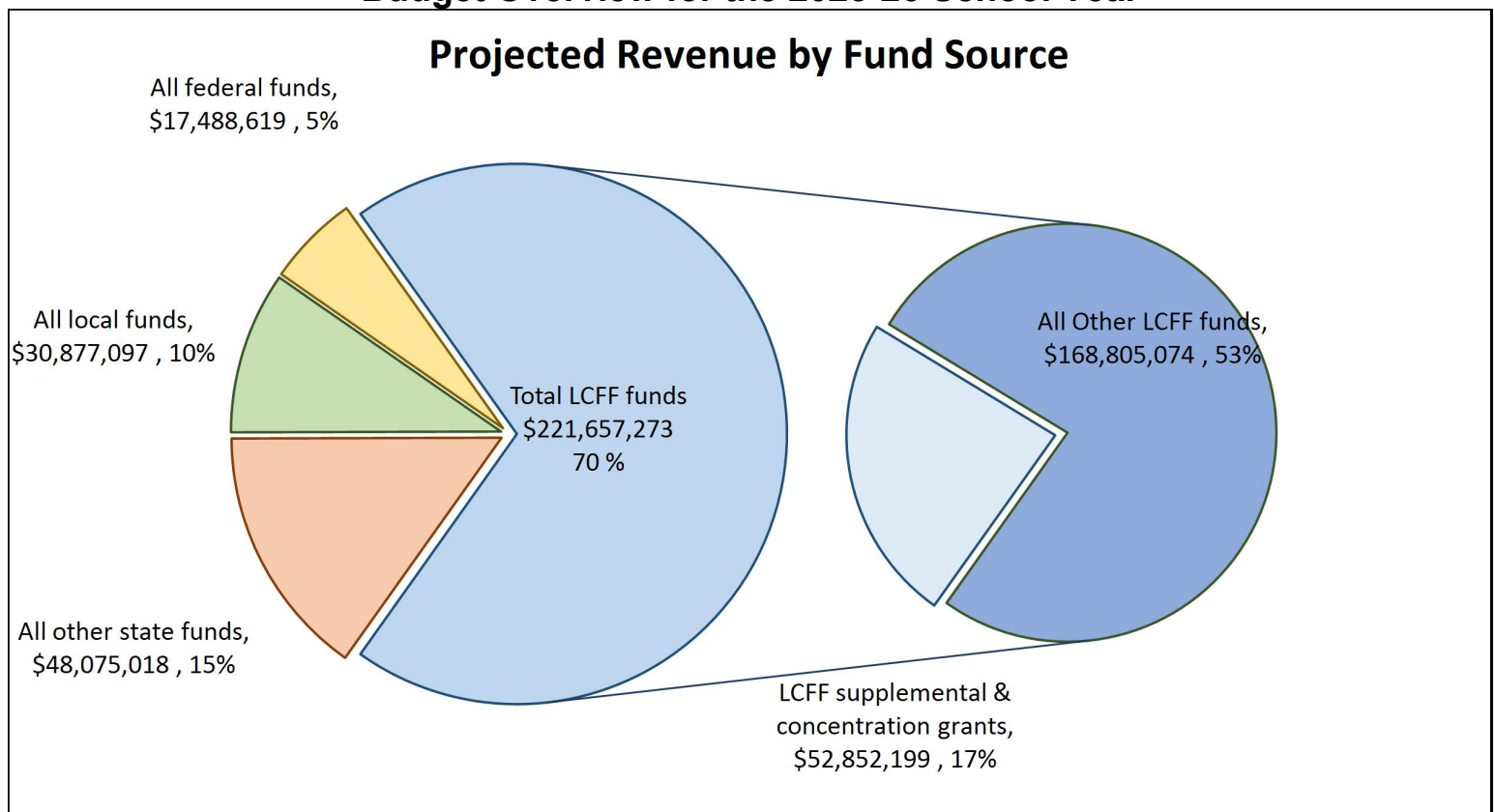
Assistant Superintendent, Educational Services

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

### Budget Overview for the 2025-26 School Year

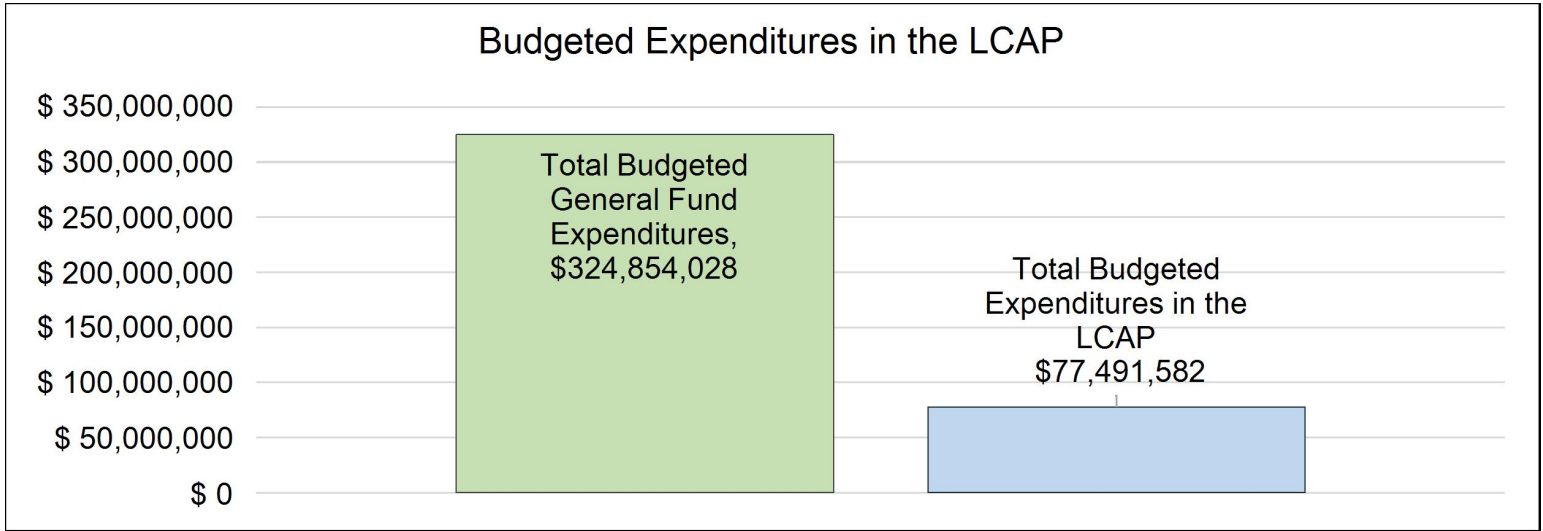


This chart shows the total general purpose revenue Cajon Valley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cajon Valley Union School District is \$318,098,007, of which \$221,657,273 is Local Control Funding Formula (LCFF), \$48,075,018 is other state funds, \$30,877,097 is local funds, and \$17,488,619 is federal funds. Of the \$221,657,273 in LCFF Funds, \$52,852,199 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cajon Valley Union School District plans to spend for 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: Cajon Valley Union School District plans to spend \$324,854,028 for the 2025-26 school year. Of that amount, \$77,491,582 is tied to actions/services in the LCAP and \$247,362,446 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

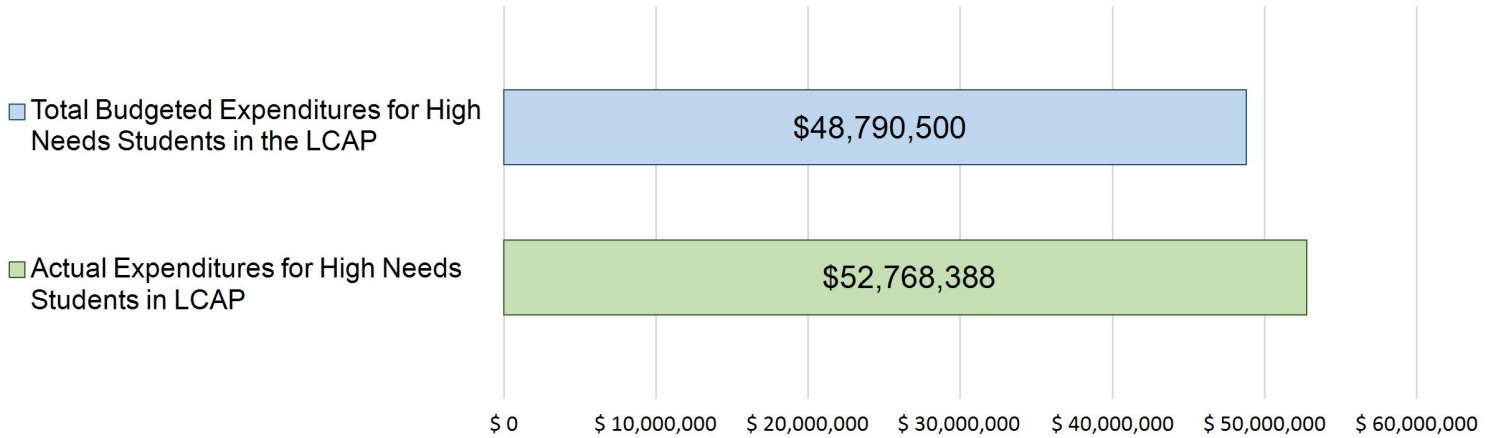
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Cajon Valley Union School District is projecting it will receive \$52,852,199 based on the enrollment of foster youth, English learner, and low-income students. Cajon Valley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cajon Valley Union School District plans to spend \$52,874,573 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2024-25, Cajon Valley Union School District's LCAP budgeted \$48,790,500 for planned actions to increase or improve services for high needs students. Cajon Valley Union School District actually spent \$52,768,388 for actions to increase or improve services for high needs students in 2024-25.



## Local Control and Accountability Plan

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

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

## Plan Summary [2025-26]

### 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.

Located just 15 miles east of downtown San Diego, the Cajon Valley Union School District (CVUSD) spans over 66 square miles and proudly serves 18,225 students in transitional kindergarten through grade 12. Our district reflects a wide variety of cultures, with students speaking more than 40 different languages and coming from 89 countries across six continents. This year, 15% of our students are new to U.S. schools, having enrolled within the last three years, bringing diverse experiences and meaningful cultural insights that enrich our classrooms and school communities.

In the 2023–24 school year, CVUSD experienced a significant increase in enrollment, welcoming over 1,500 new students—more than half of whom are new to the United States. Nearly one-third of our students are English Learners, and 70% qualify for free or reduced-price meals, highlighting the importance of our mission to ensure every child has the support they need to succeed.

CVUSD includes 16 elementary schools, 3 PreK–8 academies, 6 middle schools, and Bostonia Global High School, which serves grades 9–12. Our schools offer a variety of innovative and specialized programs, including language immersion, STEM, the arts, and career readiness pathways, allowing students and families to choose learning opportunities aligned with their interests and goals.

We are deeply committed to helping each student grow in a positive, welcoming environment. Our goal is to build the skills and mindsets that prepare students for their future—academically, socially, and personally. This includes:

Self-awareness: Understanding who they are, what they value, and how they can make a positive impact in their school and community.

Applied academics: Developing the ability to apply what they learn to solve real-world problems—both now and in the future.

Growth mindset: Approaching challenges as opportunities to learn and grow, building resilience, confidence, and motivation.

As students progress through their Cajon Valley experience, they explore their unique strengths, interests, and values, helping them define their path forward. Through personalized learning, we help them discover what makes them unique and how their contributions matter.

Our district is supported by a dedicated team of more than 1,300 educators and staff members who work together to provide high-quality instruction, build strong relationships, and create supportive campuses. Together, we believe that every student can achieve great things when provided the opportunity and encouragement to thrive.

## Reflections: Annual Performance

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

Cajon Valley Union School District is a community built on the belief that our diversity is our greatest strength. Our students bring a rich variety of experiences, languages, interests, and values. Our students reflect cultures from 88 different countries. One in three is learning English as a new language, and 16 percent are new to the United States within the last five years. Since the start of the 2024–25 school year, we have welcomed over 1,000 new students; 70 percent of whom were new to the country.

Each year, the California School Dashboard offers an overview of how our schools are performing in key areas like attendance, behavior, academics, and student progress. The Dashboard uses a five-color system [red, orange, yellow, green, and blue] to indicate performance levels, with red representing the greatest need and blue reflecting the highest achievement. When we combine this data with our own local indicators, we gain a clearer picture of where we are making progress and where we need to grow. This helps us better support our students, staff, and families.

We are proud to report meaningful improvement in student attendance. Chronic absenteeism in Cajon Valley decreased by 3.7 percent, bringing our overall rate down to 27.3 percent. African American, Pacific Islander, White, Homeless students, and Students with Disabilities all showed improvement, with some groups improving by as much as 18 percent. We saw an increase in chronic absenteeism among Long-Term English Learners, Foster Youth, American Indian, Asian, and Hispanic students. For additional information on low performance at the school level for chronic absenteeism based on the 2023 dashboard, please see addendum A, or, based on the 2024 dashboard, please see addendum B at the end of this document.

We are shifting how we communicate about attendance and strengthening family engagement to address these challenges. Rather than focusing on what students have missed, we now highlight upcoming learning opportunities to generate excitement and build a sense of belonging. Principals and site teams are using real-time data to identify trends and adapt strategies quickly. Engaging events are now purposefully scheduled on days that typically see lower attendance.

Since June 2023, our 18 community liaisons have been instrumental in building strong relationships and connecting families to schools. More than 561 home visits have been conducted, with 102 staff trained to lead them. Of those who participated, 98.1 percent found the experience valuable. 65 percent of newly enrolled families have participated in newcomer orientation meetings, receiving a warm and supportive welcome to our community. Additionally, liaisons have led over 160 family workshops covering topics such as ELPAC, early literacy, iReady, parenting skills, car seat safety, and internet safety. These workshops are offered in English, Spanish, Arabic, Farsi, and Pashto. Each of our 27 school sites hosted Family and Community Engagement Leadership meetings. Site staff are engaging in poverty simulations and more than 80 percent of staff who participated reported a better understanding of family challenges and more confidence in applying what they learned. We invite meaningful parent engagement throughout the year, and our liaisons provide critical access for parent participation in meetings such as Parent-Teacher Conferences, School Site Councils, English Learner Advisory Councils, and Student Success Team Meetings. These efforts are strengthening the foundation of trust and connection that is essential to improving attendance and engagement across the district.

Our suspension data signals areas in need of immediate focus. Our overall suspension rate increased by 2.3 percent, placing Cajon Valley in the red performance level. African American students, English Learners, Foster Youth, Pacific Islanders, Students with Disabilities, and several other groups experienced higher rates of suspension. These trends prompted a districtwide reflection on student behavior, discipline, and school climate. For additional information on low performance at the school level for suspension based on the 2023 dashboard, please see addendum A, or, based on the 2024 dashboard, please see addendum B at the end of this document.

To respond, we formed the District Safety Committee, a partnership between teacher and administrator associations. Together, we developed the District Expectations for Student Success—a clearly defined framework outlining behaviors, supports, and consequences in a tiered structure. Although suspension rates increased during the early phase of implementation, this new system is designed to promote long-term improvements in behavior by teaching students the skills they need to succeed socially and emotionally.

Some schools have already shown promising results. Blossom Valley, Meridian, and Rios Elementary have maintained low suspension rates, demonstrating that positive behavior supports and strong school culture are effective. Magnolia Elementary, though rated yellow, is actively building additional systems to create a more inclusive campus. At the middle school level, Cajon Valley Middle, Greenfield Middle, and Montgomery Middle received state Comprehensive Support and Improvement designation. These schools are engaging in deep data analysis, root cause identification, and planning to address higher suspension rates. This work has already uncovered disproportionate discipline for students with IEPs and English Learners, and survey data has confirmed that these students also feel less respected and heard. These insights are shaping action plans to promote more equitable and respectful school environments.

In English Language Arts, we continue to face challenges. On the Dashboard, the district remains in the orange category with an overall decline of 7.1 points. Several student groups—including African American, Asian, English Learners, and Long-Term English Learners—are in the red performance category. However, there are also bright spots. Students with Disabilities improved slightly by 1.7 points. Foster Youth showed a 21.6-point gain, and Homeless students improved by 5.5 points. For additional information on low performance at the school level for English Language Arts based on the 2023 dashboard, please see addendum A, or, based on the 2024 dashboard, please see addendum B at the end of this document.

Our iReady data reinforces the urgency for foundational reading support. Seventy percent of students are reading below grade level, with the greatest needs in grades four through seven. Among English Learners, only 10 percent are at grade level in reading, and just one percent of Students with Disabilities have reached that benchmark. To address these concerns, the district has invested in high-impact literacy initiatives. Over 190 teachers are participating in LETRS training focused on the science of reading. First and second grade teachers who completed LETRS showed more growth in student performance than non-LETRS trained staff. Each school site received funds to create a literacy plan aligned to its specific needs. Teachers also receive weekly Monday Messages that connect research to instructional strategies. Data dives using iReady and CORE assessments guide ongoing decisions. In addition, administrators are receiving targeted training to support foundational literacy instruction, with significant growth in knowledge and confidence between pre- and post-assessments.

Proof of Concept Schools like WD Hall and Lexington Elementary are seeing gains. WD Hall implemented Orton-Gillingham training for all educators and increased the percentage of students performing at grade level in phonics by 20 percent. Lexington improved performance among multilingual learners across several grade levels and reduced the number of students performing far below grade level. At Cajon Valley Middle School, a tiered professional learning plan and the use of Lexia Aspire, OG Morphology Plus, and LETRS is helping staff build sustainable literacy systems. One cohort of Newcomer students moved from kindergarten or first grade reading levels to second grade or higher in just one semester.

For Students with Disabilities, the district expanded access to structured literacy programs like SIPPS and Barton. By the end of the 2024–25 school year, 54 education specialists and 33 paraprofessionals will have completed at least four levels of Barton training. Among a tracked

cohort of students receiving Barton intervention, 81 percent improved their iReady scores, 73 percent are on track for typical growth, and 47 percent moved up one or more grade levels. Teachers report increased confidence and student engagement as a result of this focused support.

In our English Learner programs, we saw a slight decline in the percentage of students progressing in their English proficiency levels, but reclassification rates increased from 5.2 to 9.5 percent over three years. Middle school Newcomer cohorts continue to meet monthly to align supports, and all Newcomer teachers have received Orton-Gillingham training. Nine teachers participated in GLAD training this year, and four are on track to become certified trainers by next year, allowing us to expand professional learning access.

In mathematics, our overall Dashboard score is 81.1 points below standard, keeping us in the orange category with a 6.6-point decline. Some groups, including African American, English Learners, and Socioeconomically Disadvantaged students, are in the red category. Others, such as Foster Youth, Filipino, Homeless, and American Indian students, showed improvement. Foster Youth improved by 17.1 points and Filipino students by 33.2 points. For additional information on low performance at the school level for Mathematics based on the 2023 dashboard, please see addendum A, or, based on the 2024 dashboard, please see addendum B at the end of this document. Local iReady data shows that 21 percent of students are currently at or above grade level in math, and 56 percent are on track to meet typical growth goals. About 41 percent are on pace to reach stretch growth targets. The district has invested in Cognitively Guided Instruction training, which has helped teachers build a deeper understanding of how students think about math. Teacher confidence scores improved from 2.87 to 3.32, and math leadership cohorts are growing instructional capacity across sites. Classrooms led by CGI math leadership teachers are outperforming district averages by 12 percent, showing the impact of focused math professional learning.

Beyond core academics, Cajon Valley continues to invest in enrichment and access. With the support of Proposition 28, visual and performing arts programs are expanding at all grade levels. Middle schools offer visual art and music, and some include theater and media arts. Elementary students engage in arts through integration, enrichment programs, and specialized instruction at select campuses. Each school is developing site-based plans to use Prop 28 funds to expand access, although staffing part-time positions remains a challenge.

Our Extended Learning Opportunity Program served more than 6,000 students during Camp Cajon and the regular school year, providing small group tutoring and engaging activities in literacy, math, and enrichment. Student progress is monitored through iReady diagnostics, allowing for targeted instructional adjustments. Students participating in ELO showed stronger growth than their peers: 53% of ELOP students made typical growth in reading compared to 45% of non-ELOP students, based on iReady Diagnostic #2. Attendance at Camp Cajon further increased the likelihood of students meeting growth goals by 24%. These results show that extended learning programs are having a measurable, positive impact.

Transitional Kindergarten enrollment continues to grow, with more than 800 students enrolled in 2024-25. The final phase of TK expansion begins next year, extending eligibility to children who turn four by September 1. Teachers in TK and preschool classrooms are receiving professional learning in developmentally appropriate practices, with 26 early childhood educators participating in LETRS for Early Childhood to strengthen literacy foundations.

As we reflect on the year's performance, we see clear signs of progress in attendance, literacy initiatives, and targeted group support. At the same time, we acknowledge the challenges presented by our suspension data and persistent academic gaps in reading and math. Guided by the Dashboard, our local data, and the voices of our students, staff, and families, we remain committed to ensuring that every student in

Cajon Valley is safe, empowered, and respected and that every learner has the opportunity to grow in ways that reflect their unique strengths, interests, and values.

CVUSD does not have any unexpended LREBG funds as of the start of the 2025–26 school year

## Reflections: Technical Assistance

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

During the 2024/2025 school year, Cajon Valley was identified for Differentiated Assistance in multiple areas: Academics and Suspension for English Learners, Long Term English Learners, Socio-Economically Disadvantaged, Students with Disabilities, African American, and American Indian. We have also been identified in Academics and Chronic Absenteeism for students who are Asian. Using the support provided by the county office of education, we've focused our differentiated assistance plan on literacy over the past few years. Through coaching and guidance provided by the county office of education, Cajon Valley implemented a systematic literacy and social emotional learning plan. Over the past two years, we've narrowed the focus on literacy specifically for our students who are English Learners and Long Term English Learners.

Site administrators met in cohorts of elementary schools and their feeder middle schools in 5 week cycles to engage in improvement cycles around literacy and belonging. Each site assembled and regularly met with a team of staff members, called the Thrive Team, to develop, implement, and assess a plan that supported literacy and belonging. Each site then created a thorough literacy plan and submitted it to the central team. This allows the central team to offer strategic support to maximize the impact on student academic growth. During the 24/25 school year, the emphasis in these cohort meetings was refining and evaluating each site's assessment and data based decision making plans. As a result, each site implemented a data analysis protocol with multiple data sources throughout the year to encourage facilitated data discussions that lead to instructional next steps.

Additionally, the central multilingual team has consistently met to analyze data, develop instructional goals, and monitor progress for students who are English Learners. The team has focused on identifying balanced data that includes Dashboard data as well as data gathered from feedback from teachers and students. This information has enabled us to focus resources that support the professional learning of teachers in both Tier 1 and Tier 2 literacy needs. All of our middle school newcomer teachers were able to access training in Orton Gillingham, a structured, multi-sensory method designed specifically to support students who are struggling in reading. We've increased attendance in our after school GLAD cohort that supports all teachers in incorporating GLAD strategies into their instruction. This supports all students, but specifically English Learners, in developing their language and literacy.

Within the LCAP, there are many actions that support the work within Differentiated Assistance. Within Action 3.1 , Supplemental Curriculum, Action 3.2 Literacy Program, and Action 3.4 Early Learning Assessment sites are implementing appropriate literacy assessments, determining what supplemental curriculum is appropriate for student needs based on assessment data, and leveraging the Action of 3.7 Site one time Literacy funds to support collaboration and data based decision making. All of these actions are supporting a very focused plan of improving student academic outcomes, specifically focusing on students who are English Learners and Long Term English Learners.

For the 2024–2025 school year, Montgomery Middle, Cajon Valley Middle, and Greenfield Middle were identified for Comprehensive Support and Improvement (CSI). In response, the District’s Education Services Team collaborated with each school to conduct needs assessments, identify evidence-based interventions, and examine resource inequities as part of the CSI planning process.

The primary issue identified across schools was student behavior leading to suspension. At the Tier 1 level, challenges included limited opportunities for students to build positive identity, high staff turnover, and administrative transitions that disrupted systems of support. At the Tier 3 level, suspensions were overused and inconsistently paired with interventions, leading to repeat incidents. Behavior expectations lacked consistency, and students often felt they had no alternatives during conflicts.

CSI funds were used to implement Restorative Programs at each site, with site funds supporting additional counselors and facilitators. These programs provided structured interventions and staff training while creating more positive student experiences. District-led biweekly principal meetings included focused sessions on aligning restorative practices, refining referral systems, and conducting joint reflections. A district team also met on March 11, 2025, to review progress and adjust plans using a mid-year check-in tool. Ongoing consultation, training, and facilitated reflection supported program fidelity and effectiveness.

To monitor and evaluate implementation, the district will use a PDSA (Plan-Do-Study-Act) cycle with four annual reflection visits by Education Services Directors. Tier 3 efforts will focus on reducing suspensions, while Tier 1 work will build effective classroom environments through increased observations, coaching, and training aligned with CSTP 2. Student voice will be elevated through advisory committees, and onboarding systems will be developed to support new students' transition into the school community.

## 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.

Montgomery Middle School

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

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

Montgomery Middle School has been identified for Comprehensive Support and Improvement (CSI) based on multiple performance indicators from the California School Dashboard, including chronic absenteeism, suspension rates, low academic performance in English Language Arts (ELA) and math, and the English Learner Progress Indicator (ELPI). In response, the Cajon Valley Union School District (CVUSD), through its Education Services Team, supported a targeted and collaborative improvement process. Montgomery engaged in a full cycle of needs assessment, root cause analysis, plan development, and ongoing monitoring to address these challenges and improve student outcomes.

As part of the needs assessment, Montgomery conducted a comprehensive site level review in Fall 2023, facilitated by district staff. This review incorporated California School Dashboard data, local performance indicators, stakeholder input from staff, students, and families, and root cause analysis centered on behavior and academic trends. A follow up assessment in Spring 2025 reaffirmed persistent gaps in behavior systems and student engagement.

Key findings revealed resource inequities impacting schoolwide systems and student outcomes:

Inexperienced workforce: 47% of Montgomery's teaching staff were in their first two years of service, contributing to inconsistent implementation of expectations, behavior systems, and instructional practices.

Tier 1 training gaps: The Spring 2025 review identified a critical need for professional learning in Tier 1 academic instruction and classroom behavioral supports.

Over reliance on exclusionary discipline: The school continued to depend heavily on suspension as a Tier 3 response, with limited access to structured, supportive interventions and few Tier 1 systems promoting student identity, belonging, and proactive behavioral strategies. These findings directly informed the development of a focused improvement plan, aligned to Montgomery's Dashboard indicators, particularly in the areas of suspensions and English learner progress, and designed to address systemic inequities in staffing, support structures, and student engagement.

To address these issues, Montgomery implemented a set of evidence based interventions, including the establishment of a restorative program supported by CSI resources. A Restorative Facilitator was added to lead and strengthen Tier 1 and Tier 3 systems, deliver professional development, and design student engagement opportunities through campus celebrations and community building events. These approaches are grounded in research on improving school climate and student behavior. Additional student support roles, such as counselors and behavior specialists, were funded through CSI and site budgets to provide consistent access to relational, proactive, and research based interventions.

Montgomery's leadership team engaged in biweekly collaboration with middle school principals, with four sessions specifically focused on restorative implementation. These meetings included development of a restorative playbook, referral process analysis, behavior system SWOT reviews, and the creation of communication strategies for staff, students, and families. On March 25, 2025, all staff participated in district-led training on foundational restorative practices, community circles, and data-informed decision-making. Monthly coaching and supervision were provided by the District Program Specialist to ensure fidelity of implementation and to support the site-based team.

On March 11, 2025, Montgomery's team joined a systemwide reflection session to review progress and refine strategies for sustainability. Key planning milestones included August 13, 2024 (program vision and fidelity), August 29, 2024 (implementation logistics and stakeholder engagement), September 25, 2024 (staff feedback and plan adjustments), and December 11, 2024 (Tier 1 planning and community events). Through this sustained effort, Montgomery is building a more supportive, proactive school environment tailored to student needs and designed to improve overall outcomes.

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

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

Montgomery Middle School will continue using a Plan-Do-Study-Act (PDSA) model to support continuous improvement. The school will participate in quarterly on-site reflection sessions with Educational Services Directors in August, September, December, and March to review

progress and adjust strategies. Monitoring will include monthly reviews of suspension data, English Learner Progress Indicator (ELPI) trends, and Tier 1 referral patterns to inform decision-making. Weekly collaboration among the Restorative Program team, counselors, and administrators will ensure coordinated support for students. Administrators will increase the frequency of classroom observations, providing timely feedback focused on behavior management and student engagement. Student advisory groups will help elevate student voice and strengthen school culture and belonging. Montgomery will also use California School Dashboard indicators to evaluate the effectiveness of the CSI plan. These efforts ensure that interventions remain targeted, data-driven, and responsive to student needs. The school will continue refining strategies based on data and stakeholder input, ensuring that interventions remain responsive and measurable.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Committee	<p>The LCAP Committee meets four times a year to review the district's goals, actions, services, data, budget, and districtwide survey results from all educational partners. With all this information, the committee provides input on how to allocate available one-time funds and ongoing LCAP funding items.</p> <p>Committee meetings were held on:</p> <ul style="list-style-type: none"> <li>October 21, 2024</li> <li>November 18, 2024</li> <li>January 21, 2025</li> <li>February 24, 2025</li> <li>March 24, 2025</li> <li>May 22, 2025</li> </ul>
LCAP Student Committee	<p>Student meetings are aligned with LCAP meeting topics. Students meet online with a central lead to capture their voices on current topics, and their feedback is shared during LCAP meetings. This group also provided direct feedback on the LCFF Priority Survey.</p> <p>Meeting Dates:</p> <ul style="list-style-type: none"> <li>October 21, 2024</li> <li>November 18, 2024</li> <li>January 21, 2025</li> <li>February 24, 2025</li> <li>March 24, 2025</li> <li>April 28, 2025</li> </ul>

Educational Partner(s)	Process for Engagement
DELAC	<p>The DELAC committee meets throughout the school year to address the specific needs of English Learners and their families. Agendas include topics related to the local control and accountability plan. In the spring, the LCAP annual update is provided to this group for further feedback.</p> <p>Meeting Dates:  September 25, 2024  October 30, 2024  November 20, 2024  January 29, 2025  February 26, 2025  April 30, 2025  May 28, 2025  June 11, 2025</p>
Families	<p>All families were given the opportunity to provide feedback through our districtwide LCFF Priorities and Gallup Surveys. Three key superintendent sessions were conducted to gather input from families: Sept 24, Feb 26, Apr 22nd.</p>
Administration	<p>The administrative association has representation on the LCAP committee. Principals, assistant principals, and central leadership meet at least monthly to provide data and targeted feedback related to goals and actions. Central teams create goals aligned with actions and metrics to measure effectiveness. Overviews and feedback from LCAP meetings are shared during administrative meetings. All administrators have the opportunity to provide input on the LCFF Priority Survey. Site administrator meetings were convened weekly from August through June to provided consistent leadership input on goals, metrics, and actions.</p> <p>Assistance Principal Meetings:Assistant Principal Collaborative (APC) Meetings  September 12, 2024  September 26, 2024  October 10, 2024  October 24, 2024  November 7, 2024</p>

Educational Partner(s)	Process for Engagement
	<p>December 12, 2024  January 23, 2025  January 30, 2025  February 13, 2025  February 20, 2025  March 13, 2025  March 20, 2025  April 24, 2025  May 8, 2025  May 15, 2025  June 23, 2025</p> <p>Principal Council Meeting Dates:  August 28, 2024  September 4, 2024  September 11, 2024  September 18, 2024  September 25, 2024  October 2, 2024  October 16, 2024  October 23, 2024  October 30, 2024  November 6, 2024  November 13, 2024  November 20, 2024  December 4, 2024  January 15, 2025  January 22, 2025  January 29, 2025  February 5, 2025  February 19, 2025  February 26, 2025  March 5, 2025  March 12, 2025  March 26, 2025  April 23, 2025  April 30, 2025</p>

Educational Partner(s)	Process for Engagement
Certificated Staff	<p>Certificated association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All certificated staff had the opportunity to provide input on the LCFF Priority Survey.</p> <p>October 2, 2024 January 22, 2025</p>
Classified Staff	<p>Classified association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All classified staff had the opportunity to provide input on the LCFF Priority Survey.</p> <p>Meeting Date: January 22, 2025</p>
Equity Multiplier Sites	<p>To ensure the effective use of Equity Multiplier Funding, both CVUSD Homeschool and Empower teams collaborated closely with their educational partners. This collaborative effort focused on reviewing current ELA data from CAASPP and iReady assessments to understand the needs of students, staff, and families.</p> <p>The process involved:</p> <p>Seeking Understanding: Gathering insights from the voices of students, staff, and families to fully grasp the current state of ELA and reading performance.</p> <p>Evaluation and Exploration: Investigating the potential and possibilities of existing practices and programs to identify areas of improvement.</p> <p>Taking Action: Implementing continuous improvement strategies aimed at ensuring every student thrives in Cajon Valley, particularly in ELA and reading.</p> <p>Building Systems: Creating sustainable and replicable processes to institutionalize change across the district.</p> <p>These efforts were aligned with LCAP Goal 3, which aims for all students to excel in reading, writing, listening, speaking, and mathematics. Specifically, the Literacy Goal 3 Metric targets 70% of students achieving “typical growth” in iReady district assessments by the end of the year.</p>

Educational Partner(s)	Process for Engagement
	<p>Each site defined their Ideal State and developed a Change Idea using the PDSA (Plan-Do-Study-Act) cycle for the 2023-2024 school year. This change idea is rooted in the science of reading and tailored to each site's resources. With the additional Equity Multiplier Funding, both sites are now expanding their change ideas based on feedback from staff, students, and families.</p> <p>Feedback focused on whether a balance of quantitative and qualitative data was being provided and gathered insights into the following question: As students progress through their Cajon Valley experience, what skills do they need to thrive in a complex, rapidly changing world of work.</p>
SELPA	<p>To support the LCAP Annual Update, CVUSD will meet with its SELPA in on June 6th to review actions, student data, and upcoming goals, especially for students with disabilities. The SELPA Director will provide feedback on the overall plan as well the plan supports special education needs. CVUSD will then use the input to improve goals and services before finalizing the annual update.</p>

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

Feedback from students, families, staff, and community partners has played a key role in shaping the 2025–26 LCAP for Cajon Valley. Their insights helped us focus on what’s working and identify areas where we can improve. The updates below show how input from across the district is directly influencing our goals and actions for the year ahead.

**Goal 1: Career Readiness and Personalized Learning**

Students shared a clear message—they want school to feel more connected to real life. They asked for more engaging lessons, meaningful opportunities, and learning that reflects their interests. This feedback will guide how we design learning experiences moving forward. In response, we’re expanding programs like TEDx, career exploration, and student voice opportunities (Actions 1.1 to 1.3). We’re also making sure every student has a trusted adult on campus who supports and encourages them (Action 1.5).

**Goal 2: Safe and Supportive School Communities**

Assistant principals, families, and staff emphasized the need for stronger behavior support and relationship-building. As a result, we are increasing training in behavior strategies, improving school facilities, and creating more opportunities for student connection through peer programs and advisory time (Actions 2.03 to 2.07). Parents also asked for more welcoming school environments, which is why we’re continuing to strengthen onboarding routines and expand home visits.

### Goal 3: Literacy and Academic Growth

Teachers and families stressed that literacy should remain a top priority. We're continuing our investment in LETRS, UFLI, and SIPPS and giving school teams more time and tools to support student learning (Actions 3.01 to 3.07). Students also asked for more academic help, including tutoring, access to materials, and engaging electives. These supports are being built into our after-school programs and are also guiding how teachers plan engaging learning experiences in both content-area instruction and electives.

### Goal 4: Access and Support for All Students

Families and school teams made it clear that students need to feel included, supported, and informed. This includes hiring more bilingual staff, expanding after-school opportunities, and improving communication about available support services. Based on this input, Actions 4.01 to 4.05 have been updated to make sure all students and families can access the support they need in ways that are easy to understand and use.

### Goal 5: Targeted Literacy and Instructional Support

At schools receiving Equity Multiplier funding, we are continuing to invest in strategies that are making a difference. This includes small group instruction, coaching, and time for teachers to plan based on student

This year's LCAP reflects what we've heard from across our district. We are committed to creating safe, supportive schools where students are known, challenged, and inspired to thrive.

Based on feedback from the SELPA review, Goal 2, Action 16 and Goal 1, Action 5 were updated to explicitly align with the district's Coordinated Early Intervening Services (CEIS) plan. These updates ensure that counseling services and professional development efforts support the reduction of significant disproportionality in the identification of African American students with Emotional Disability.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	RIASEC Interest Survey Completion	Baseline information will be collected through the LMS in Spring 2025.	CVUSD is piloting a new Learning Management System (LMS) that has a RIASEC self-reporting tool built in. Less than 8% of teachers piloted the LMS this school year.		Target will be established based on baseline in the 24-25 school year.	The Year 1 Outcome is baseline, so there is currently no difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			We are currently working with the vendor to generate a report on the number of students who have self reported their RIASEC themes in the LMS. In addition to the LMS, Cajon Valley also receives feedback on student awareness of their RIASEC themes through Beable, where 80% of students took the RIASEC survey on Beable for the 24/25 SY.			
1.2	Priority 6 Survey	<p>2024 Priority 6 Student Survey:</p> <p>At least one adult in my school knows my interests - 61% of students responded 4 or 5 on a 1-5 scale</p> <p>At least one adult in my school knows my hopes/goals for the future - 52% of students responded 4 or 5 on a 1-5 scale</p>	<p>Spring 2025 Priority 6 Student Survey:</p> <p>At least one adult in my school knows my interests - 61% of students responded 4 or 5 on a 1-5 scale, a consistent response from the baseline collected last Spring.</p>		<p>2027 Priority 6 Student Survey, increase % of responses at a 4 or 5 by 10%</p> <p>At least one adult in my school knows my interests - 71%</p> <p>At least one adult in my school knows my hopes/goals for the future - 62%</p>	<p>At least one adult in my school knows my interests. This is a consistent response from the baseline collected last Spring.</p> <p>At least one adult in my school knows my hopes/goals for the future. 3% increase from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>The things I'm learning in school are important to me - 65% of students responded 4 or 5 on a 1-5 scale</p> <p>The things I'm learning in school are important to my future - 70% of students responded 4 or 5 on a 1-5 scale</p> <p>I shared my ideas in class this year to peers and/or adults. New Metric: Will be collected 24-25 SY</p>	<p>At least one adult in my school knows my hopes/goals for the future - 54% of students responded 4 or 5 on a 1-5 scale, a 3% increase from baseline.</p> <p>The things I'm learning in school are important to me - 65% of students responded 4 or 5 on a 1-5 scale, a consistent response from the baseline collected last Spring.</p> <p>The things I'm learning in school are important to my future - 69% of students responded 4 or 5 on a 1-5 scale, a 3% decrease from baseline.</p> <p>I shared my ideas in class this year to peers and/or adults. New Metric:</p>		<p>The things I'm learning in school are important to me - 75%</p> <p>The things I'm learning in school are important to my future - 80%</p>	<p>The things I'm learning in school are important to me. This is a consistent response from the baseline collected last Spring.</p> <p>The things I'm learning in school are important to my future. 3% decrease from baseline.</p> <p>I shared my ideas in class this year to peers and/or adults. 3% increase from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			52% of students responded 4 or 5 on a 1-5 scale, an increase in 3% compared to the baseline data collected in the Fall.			
1.3	Career Development Learning Experiences	95% of students had access to at least one enhanced career development learning experience outside their classroom.	95% of students had access to at least one enhanced career development learning experience outside their classroom during the 2024-2025 school year.		100% students will have access to at least one enhanced career development learning experience outside their classroom.	This remains the same compared to baseline.
1.4	Broad Course of Study [Local Indicator: Priority 7]	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.  100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English,	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. This includes students who are		Maintain Baseline: 100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.	This remains the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	<p>unduplicated and individuals with exceptional needs. This remains the same compared to baseline.</p> <p>100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. This includes students who are unduplicated and individuals with exceptional needs. This remains the same compared to baseline.</p>		100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	
1.5	Principal Professional Learning Communities	Baseline information will be collected during the 24-25 school year.	100% of school sites have a systematic and		Target will be established based	This is a 25% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>75% of sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance</p>	<p>ongoing plan that utilizes Monday professional learning and collaboration sessions, along with other site-based structures, to enhance student growth and performance. This is a 25% increase from baseline. These plans incorporate data analysis, safety trainings, and alignment of site practices to establish optimal learning conditions and address student disciplinary needs. Additionally, they include literacy-focused professional development, initiatives to foster a positive school climate, and compliance with state-mandated trainings.</p>		<p>on baseline in the 24-25 school year.</p> <p>By June 2025, 100% of sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Professional Learning Day Survey	<p>Baseline information will be collected during the 24-25 school year.</p> <p>On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD</p> <p>On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD</p>	<p>Based on the survey give during the 24-25 school year:</p> <p>On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: 4.28 / 5 This will become baseline.</p> <p>On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: 4.35/5 This will become baseline.</p>		<p>Target will be established based on baseline in the 24-25 school year.</p> <p>Maintain an average score of 4 or higher, and/or raise 0.2 for each indicator.</p> <p>On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD</p> <p>On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD</p>	<p>The Year 1 Outcome is baseline, so there is currently no difference from baseline.</p>
1.7	Central Offerings PL Survey	<p>Baseline metrics from 24/24 school year: Highest area of need in each goal</p> <p>Goal 1: Integration of Modern Curriculum in to Core Content: 35%</p> <p>Goal 2:</p>	<p>ANNUAL PL STAFF SURVEY: Highest area of need Goal 1: Integration of Modern Curriculum into Core Content: 64%. Increased 29%</p>		<p>Decrease respondents reporting each areas as an area of need by 2%</p> <p>Goal 1: Integration of Modern Curriculum in to Core Content: 33%</p>	<p>Integration of Modern Curriculum into Core Content: Increased 29% from baseline.</p> <p>Response to Behavior: Increased 5% from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Response to Behavior: 48%</p> <p>Goal 3: ELA: District Curriculum: 40% ELA: Evidence Based Instruction: 35%</p> <p>Goal 4: Supports / Services to Students with Disabilities: 40%</p>	<p>Goal 2: Response to Behavior: 53%. Increased 5% from baseline.</p> <p>Goal 3: ELA: District Curriculum: 35%. Decreased 5% from baseline ELA: Evidence Based Instructional Practices: 30%. Decreased 5% from baseline Math: Evidence Based Instructional Practices: 28%. Science: District Curriculum: 28% Social Studies: District Curriculum: 28%</p>		<p>Goal 2: Response to Behavior: 46%</p> <p>Goal 3: ELA: District Curriculum: 38% ELA: Evidence Based Instruction: 35%</p> <p>Goal 4: Supports / Services to Students with Disabilities: 38%</p>	<p>ELA: District Curriculum: Decreased 5% from baseline</p> <p>ELA: Evidence Based Instructional Practices: Decreased 5% from baseline</p>
1.8	K-5 Report Cards: Presentation of Knowledge & Ideas	Based on Trimester 2 report cards, 79% of K-5 students were at expected growth in "Presentation of Knowledge & Ideas."	Based on Trimester 2 report cards, 70% of K-2 students were at expected growth in "Presentation of Knowledge & Ideas." 11% were Not Assessed. This will become baseline.		Increase baseline data by 5% 84% of K-5 students were at expected growth in "Presentation of Knowledge & Ideas."	The Year 1 Outcome is baseline, so there is currently no difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			25% of 3-5 Students were Excellent & 51% we Satisfactory in "Presentation of Knowledge & Ideas" 13% were Not Assessed. This will become baseline.			
1.9	ELPAC Listening and Speaking	Based on 22/23 Summative ELPAC, 26% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.	Based on 24/25 Summative ELPAC, 30% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking. This is a 4% increase from baseline.		36% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.	This is a 4% increase from baseline.
1.10	Other Pupil Outcomes [Priority 8]	Baseline will be collected during the 24/25 school year.	92% of sites have school wide Visual and Performing Arts program access.		100% of sites have school wide Visual and Performing Arts program access.	The Year 1 Outcome is baseline, so there is currently no difference from baseline.

## Goal Analysis [2024-25]

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.

Goal 1, Action 1.1: TEDx and Presentation Literacy

Presentation literacy efforts have reached a wide audience, with 35 TEDx speakers representing 19 different sites, 48 STEM Fest speakers at Petco Park, and over 700 TED-Ed student participants. However, as the TED-Ed program continues to grow, challenges remain with teacher capacity, highlighting the need for additional support to sustain this program's impact. Ongoing efforts will focus on expanding teacher training, building facilitator networks, and integrating presentation skills into core instructional practices to ensure consistent student growth in this area.

#### Goal 1, Action 1.2: Recreational Equipment

The district has prioritized physical wellness and student engagement by investing in recreational equipment at school sites. This includes adding outdoor learning spaces, sports equipment, and play structures that promote physical fitness and social interaction. These investments support the district's commitment to creating active, healthy learning environments and contribute to students' overall well-being.

#### Goal 1, Action 1.3: Career Development Experiences

Career development experiences have been a key focus, providing students with hands-on learning opportunities that connect classroom instruction to real-world careers. The district has prioritized experiences like BizTown for all fifth graders and site-based career exploration activities. However, logistical challenges, including staffing and scheduling, have made it difficult to fully implement these programs across all sites.

#### Goal 1, Action 1.4: Transportation Assistant

To support increased field trip opportunities and real-world learning, the district added a Transportation Operations Assistant. This role is focused on improving trip scheduling, managing volume surges, and ensuring more equitable access to transportation for site-based experiences. The position has improved coordination between schools and transportation services, reducing the administrative burden on site leaders.

#### Goal 1, Action 1.5: Professional Learning

Professional learning remains a core focus, with structured opportunities provided through Monday minimum day sessions, August and January PD Days, and summer academies. This year, the district offered 145 Academy sessions across summer, winter, and spring, expanding access to targeted training that supports LCAP goals. However, challenges remain in ensuring new staff receive foundational instructional training and managing time constraints for Monday learning opportunities.

#### Goal 1, Action 1.6: Professional Learning Coordinator

The district has created a Professional Learning Coordinator role to streamline training efforts, align professional learning with district priorities, and support site leaders in planning effective staff development. This role will focus on coordinating cross-site learning, ensuring consistency in training, and addressing staff needs for ongoing support.

#### Goal 1, Action 1.7: Content Area Cohorts

To strengthen instructional practice and promote collaborative learning, the district has established content area cohorts, bringing together educators from similar disciplines to share best practices, develop common assessments, and align instruction to priority standards. These cohorts provide structured support for teachers, helping them refine their craft and improve student outcomes.

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.

Goal 1, Action 2: Recreational Equipment Replacement

Description: Recreational equipment allocations were provided to sites to refresh and expand the amount of equipment available for outdoor learning, physical education, and unstructured play. This investment supports student physical fitness and social interaction, aligning with the district's commitment to creating active, healthy learning environments.

Explanation of Expenditure Differences:

Some sites did not fully utilize their allocations, as the initial year of funding included significant upfront purchases that reduced the need for replacements in the second year. To address this, the Principal Support Team will work with site leaders to plan for ongoing equipment needs and explore opportunities to expand outdoor activities, ensuring all students benefit from active play.

Goal 1, Action 3: Career Development Experiences

Description: Career development experiences, including off-campus trips and site-based career exploration activities, are designed to connect classroom instruction to real-world careers and workforce readiness.

Explanation of Expenditure Differences:

Due to ongoing challenges with securing busing and staffing shortages, not all sites were able to access the full range of planned off-campus experiences. The district is working to address these logistical barriers to ensure more equitable access to career development opportunities in the coming year.

Goal 1, Action 7: Content Area Professional Learning Cohorts

Description: Content area professional learning cohorts bring together educators from similar disciplines to share best practices, develop common assessments, and align instruction to priority standards. These cohorts provide structured support for teachers, helping them refine their craft and improve student outcomes.

Explanation of Expenditure Differences:

Current grant funding was used to cover cohort expenditures for the 2024-2025 school year. In 2025-2026, these professional learning funds will be redirected to provide additional training and support for mathematical practices, reflecting the district's ongoing commitment to high-quality instruction.

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

Goal 1, Action 1: TEDx

Effectiveness: Partially effective

This action supported oral language and communication skill development for English learners and unduplicated students. Participation data (ex. 700+ TED-Ed students and 35 TEDx speakers across 19 sites) shows broad implementation. However, limited teacher capacity affects the program's scalability.

#### Goal 1, Action 2: Recreational Equipment Replacement

Effectiveness: Effective

The purchase and replacement of recreational equipment supported engagement in ELOP and school day environments, particularly for low-income students. Positive feedback and increased outdoor activity opportunities support the investment.

#### Goal 1, Action 3: Career Development Experiences

Effectiveness: Effective

With 100% of unduplicated students receiving at least one career experience (ex. BizTown and site-based trips), this action has increased engagement, attendance, and real world connections in learning. Linked to improved outcomes in student connectedness and Priority 6 survey metrics.

#### Goal 1, Action 4: Transportation Operations Assistant

Effectiveness: Effective

This role has helped to streamline site trip coordination, reducing logistical barriers to participation in off campus learning. Increased access to transportation supported more balanced student participation in career development opportunities.

#### Goal 1, Action 5: Professional Development

Effectiveness: Effective

Staff survey data from 2024–25 shows strong support:

4.28/5 on district vision implementation

4.35/5 on site goal alignment

Site plans tied to PD also increased 25% from baseline. However, content-area implementation (e.g., ELA, math) shows mixed results, suggesting the PD system is strong but content-specific practices still need refinement.

#### Goal 1, Action 6: Professional Learning Coordinator

Effectiveness: Effective

The coordinator ensured alignment of learning structures with district goals and provided centralized oversight, which supported rollout of major instructional shifts and districtwide coherence.

#### Goal 1, Action 7: Content Area Professional Learning Cohorts

Effectiveness: Partially effective

While participation and structure were established, site survey data showed academic practice adoption in ELA and math remains low (ELA curriculum 35%, ELA practices 30%, math 28%). This indicates more targeted support is needed in content-specific implementation.

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 part of our annual reflection process, all site principals engaged in end-of-year reviews focused on how Monday professional learning sessions contributed to progress on LCAP goals. This feedback informed refinements to Professional Development (Goal 1, Action 5),

Professional Learning Coordinator (Goal 1, Action 6), and Content Area Professional Learning Cohorts (Goal 1, Action 7) for the upcoming year. One major improvement is the strategic pre-planning of centrally led professional learning sessions, which allows principals to better align site based Monday meetings with district priorities. To support this, a common Monday planning template has been introduced to help leaders track instructional time by LCAP goal, identify observable changes in practice, and connect learning outcomes to site-level data such as iReady growth, attendance, and suspensions. As part of the CVUSD CEIS plan to reduce the over-identification of African American students with Emotional Disability through early intervention strategies, professional learning for educators will be provided focused on positive behavior supports (Goal 1, Action 5). In addition, more targeted support needs to be focused on content area in professional development offerings.

To strengthen implementation fidelity and staff engagement, each school will now incorporate monthly reflection protocols, such as exit tickets, to capture staff input on the effectiveness of professional learning. These feedback will guide future sessions and be shared in follow-up discussions during Principal Council or small group cohorts. In addition, the CV Ambassadors teacher leader group is exploring ways to expand grade-level and team collaboration to maintain momentum across sites in building rich learning experiences.

In response to site feedback, we are also expanding opportunities for student support, including counselors, speech-language pathologists, psychologists, education specialists, and early childhood staff to assist in role-specific professional learning on Mondays. This shift is designed to promote collaboration and increase coherence across student support systems. Schools may also opt into end-of-year Monday planning sessions, supported by Education Services, to prepare for the next academic year with a focus on collective action and alignment to site priorities.

Finally, significant logistic challenges related to student transportation such as bus driver shortages, limited vehicle availability, time constraints, and rising costs. This led to a revision of Transportation Operations Assistant (Goal 1, Action 4). Next year, the district will develop a system to ensure equitable access to district-operated transportation, with the goal that every student can participate in at least two off-site learning excursions annually.

To support LCFF Priority 8, Metric 1.10 has been added to ensure that 100% of school sites provide access to a schoolwide Visual and Performing Arts program.

**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	TEDx	Based on the results from our 2022-2023 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students. This is especially evident in our English Learner population, including students who are Long Term English Learners. To	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>address this, certificated leads specializing in Presentation Literacy will offer programs designed to help students articulate their ideas clearly, concisely, and confidently. This initiative is intended to enhance communication skills, which are essential for nurturing better social relationships, enhancing academic performance, and preparing students for professional environments. As part of this effort, we will increase the frequency of feedback that specifically target listening and speaking skills, providing students with regular feedback to help them recognize their strengths and pinpoint areas for improvement. This targeted action is primarily aimed at supporting unduplicated students and is expected to significantly enhance or improve services for this group. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for English language arts, please see addendum A at the end of this document.</p>		
1.2	Recreational Equipment Replacement	<p>Our ELOP programs are expanding in response to the rising enrollment of district students. Based on the positive feedback from last year's additional funding for recreational equipment purchases, we have decided to continue this support. This funding will enable sites to sustain and enhance outdoor activities for students on campus. While any student may access this equipment during or after school, these resources are primarily directed towards students represented in our unduplicated count.</p>	\$158,570.00	Yes
1.3	Career Development Experiences	<p>Community feedback strongly supports providing central funding for fifth-grade students to attend BizTown as part of our broader World of Work experiences. This initiative is highly valued for its significant role in enhancing engagement and career development from kindergarten through eighth grade. There is also considerable appreciation for funding site-selected opportunities for career-related experiences off campus. Taking into account our dashboard requirements, this action is intended to reduce chronic absenteeism district-wide, particularly at sites with red indicators. Additionally, it will aid in decreasing suspension rates across the district, especially at sites showing signs of concern. For further insights</p>	\$289,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
		into low performance regarding chronic absenteeism and suspension at the school level, please refer to addendum A located at the conclusion of this document. While these experiences may be accessed by any CVUSD student, they are primarily directed towards students represented in our unduplicated count.		
1.4	Transportation Operations Assistant	To accommodate the growing number of requests for transportation related to off-campus career development experiences, there is a need for a dedicated transportation system to efficiently manage and process the volume of requests from sites for district-supported busing.	\$96,785.00	Yes
1.5	Professional Development	In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension, we are initiating targeted improvements. Certified staff at each site will collaboratively analyze ELA and math diagnostic data to enhance personalized instruction for English Learners, including Long Term English Learners, low-income students, and foster youth. Additionally, comprehensive professional development focusing on improvement science. Professional learning opportunities days in August and January will focus on tracking growth data and intervention. In addition, Minimum Day Monday's will prioritize community skills, focus standards, literacy training, social-emotional learning, and safety protocols at both site and district levels. There are approximately 66 hours of learning within these designated professional learning opportunities. In accordance with our dashboard requirements, these actions are designed to address various areas of concern across the district. They aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to improve performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please see addendum A appended to this document.	\$5,258,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Professional Learning Coordinator	A centralized professional learning coordinator will oversee the development and implementation of districtwide staff learning opportunities that align with the CVUSD Vision and instructional model emphasizing rigor, relevance, personalization, and foundational learning environments. Furthermore, a greater emphasis will be placed on coordinating professional learning cohorts in literacy and community-prioritized skills. To effectively support the 76% of our student body that qualifies as unduplicated pupils, a districtwide approach will be utilized to provide professional learning to ensure equitable access to resources and opportunities.	\$285,658.00	Yes
<b>1.7</b>	Content Area Professional Learning Cohorts	Certificated classroom staff will collaborate in groups to develop and offer personalized learning experiences for students in the unduplicated count. Trainers will further enhance support and professional development for staff, focusing on competency-based learning. This professional development is intended to personalize student learning experiences and broaden opportunities for students in the unduplicated count to demonstrate their mastery of standards/competencies. Districtwide access to cohort professional development is being provided because 76% of our students are unduplicated pupils, allowing us to focus on strategic initiatives that benefit the majority of our student population comprehensively.	\$150,000.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Accountability Dashboard: Suspension Indicator	2023 Dashboard Suspension Indicator:	2024 Dashboard Suspension Indicator:		2026 Dashboard Suspension Indicator:	2024 Dashboard Suspension Indicator:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students Indicator Color: Red 5.2% suspended at least one day Increased 2.3%</p> <p>All Student Groups by Performance Level</p> <p>Red: African American 9% suspended at least one day Increased 3.2%</p> <p>English Learners: 5% suspended at least one day Increased 2.2%</p> <p>Foster Youth: 9.8% suspended at least one day Increased 5.9%</p> <p>Hispanic: 5.4% suspended at least one day Increased 2.6%</p> <p>Homeless: 7.7% suspended at least one day Increased 3.5%</p> <p>Two or More Races:</p>	<p>All Students Indicator Color: Orange 6% suspended at least one day Increased 0.8% from baseline</p> <p>All Student Groups by Performance Level</p> <p>Red: African American 10.3% suspended at least one day Increased 1.3% from baseline</p> <p>American Indian: 7.2% suspended at least one day Increase 3.7% from baseline</p> <p>English Learners: 6.3% suspended at least one day Increased 1.3% from baseline</p> <p>Long Term English Learners: 20.5% suspended at least one day</p>		<p>All Students 4.2% suspended at least one day</p> <p>All Student Groups by Performance Level</p> <p>African American 4.2% suspended at least one day</p> <p>English Learners: 4.2% suspended at least one day</p> <p>Foster Youth: 4.2% suspended at least one day</p> <p>Hispanic: 4.2% suspended at least one day</p> <p>Homeless: 4.2% suspended at least one day</p> <p>Two or More Races: 4.2% suspended at least one day</p> <p>Pacific Islander: 4.2% suspended at least one day</p>	<p>All Students Increased 0.8% from baseline</p> <p>All Student Groups by Performance Level</p> <p>Red: African American Increased 1.3% from baseline</p> <p>American Indian: Increase 3.7% from baseline</p> <p>English Learners: Increased 1.3% from baseline</p> <p>Long Term English Learners: Increased 4.7% from baseline</p> <p>Pacific Islander: Increased 1.0% from baseline</p> <p>Socioeconomically Disadvantaged: Increased 0.8% from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.7% suspended at least one day Increased 3%	Increased 4.7% from baseline		Socioeconomically Disadvantaged: 4.2%	Students with Disabilities: Increased 0.6% from baseline
		Pacific Islander: 6.7% suspended at least one day Increased 4.5%	Pacific Islander: 7.7% suspended at least one day Increased 1.0% from baseline		Students with Disabilities: 4.2% suspended at least one day	White: Increased 1.5% from baseline
		Socioeconomically Disadvantaged: 5.7% suspended at least one day Increased 2.5%	Socioeconomically Disadvantaged: 6.5% suspended at least one day Increased 0.8% from baseline		White: 4.2% suspended at least one day	Orange: Homeless: Decreased 0.8% from baseline
		Students with Disabilities: 7.8% suspended at least one day Increased 3.2%	Students with Disabilities: 8.5% suspended at least one day Increased 0.6% from baseline		Asian: Maintain or improve the current 2.1% suspension rate	Foster Youth: Decreased 3.5% from baseline
		White: 4.8% suspended at least one day Increased 2.2%	White: 6.5% suspended at least one day Increased 1.5% from baseline		American Indian: Maintain or improve the current 3.5% suspension rate	Hispanic: Maintained 0.2% from baseline
		Orange: Asian: 2.1% suspended at least one day Increased 0.8%	Orange: Homeless: 6.9% suspended at least one day Decreased 0.8% from baseline		Filipino: Maintain the current 0% suspension rate	Two or More Races: Maintain 0.1% from baseline
		Yellow: American Indian: 3.5% suspended at least one day Declined 3.3%	Foster Youth:		Yellow: American Indian: Maintain or improve the current 3.5% suspension rate	Asian: Increased 0.8% from baseline
						Blue: Filipino Maintained, no change from baseline

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		Blue: Filipino 0% suspended at least one day Declined 2.2%	6.3% suspended at least one day Decreased 3.5% from baseline  Hispanic: 5.6% suspended at least one day Maintained 0.2% from baseline  Two or More Races: 5.7% suspended at least one day Maintain 0.1% from baseline  Asian: 2.1% suspended at least one day Increased 0.8% from baseline  Blue: Filipino Maintained, no change from baseline		Blue: Filipino Maintain the current 0% suspension rate	
2.3	California Accountability Dashboard: Chronic Absenteeism Indicator	2023 Dashboard Chronic Absenteeism  All Students Indicator Color: Yellow 31% chronically absent Decreased 3.1%	2024 Dashboard Chronic Absenteeism  All Students Indicator Color: Yellow		2026 Dashboard Chronic Absenteeism Indicator  All Students	2024 Dashboard Chronic Absenteeism  All Students Indicator Color: Yellow

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		All Student Groups by Performance Level	27.3% chronically absent Decreased 3.7%		22% chronically absent	Decreased 3.7% from baseline
		Red: American Indian 33.3% chronically absent Increased 0.8%	All Student Groups by Performance Level		All Student Groups by Performance Level	All Student Groups by Performance Level
		Orange: Filipino 21.1% chronically absent Declined 5%	Red: Long Term English Learners: 36.8% chronically absent Increased 2.0%		American Indian 22% chronically absent	Red: Long Term English Learners: Increased 2.0% from baseline
		Foster Youth 43% chronically absent Declined 7%	American Indian 39.1% chronically absent Increased 5.7%		Filipino Maintain or improve 21.1% chronically absent	American Indian Increased 5.7% from baseline
		Homeless 68.5% chronically absent Declined 1.1%	Asian 20.1% chronically absent Increased 0.5%		Foster Youth 22% chronically absent	Asian Increased 0.5% from baseline
		Pacific Islander 10.7% chronically absent Declined 0.9%	Orange: Foster Youth 45.2% chronically absent Increased 2.2%		Homeless 22% chronically absent	Orange: Foster Youth Increased 2.2% from baseline
		White: 23% chronically absent Declined 1.7%	Pacific Islander 29.7% chronically absent Declined 2.6%		Pacific Islander Maintain or improve 10.7% chronically absent	Pacific Islander Declined 2.6% from baseline
		Students with Disabilities	White:		White: 22% chronically absent	White: Declined 2.2% from baseline
					Students with Disabilities	Yellow: Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22.7% chronically absent Declined 0.8%	20.8% chronically absent Declined 2.2%		22% chronically absent	Declined 18.0% from baseline
		Yellow: African American 39.4% chronically absent Declined 6.5%	Yellow: Homeless 50.5% chronically absent Declined 18.0%		African American 22% chronically absent	African American Declined 7.4% from baseline
		Asian 19.7% chronically absent Declined 6.7%	African American 32.0% chronically absent Declined 7.4%		Asian Maintain or improve 19.7% chronically absent	English Learners Increased 4.6% from baseline
		English Learners 29.7% chronically absent Increased 4.6%	English Learners 29.7% chronically absent Increased 4.6%		English Learners 22% chronically absent	Hispanic Increased 3.2% from baseline
		Hispanic 41.8% chronically absent Increased 3.2%	Hispanic 36.3% chronically absent Increased 3.2%		Hispanic 22% chronically absent	Two or More Races Declined 4.4% from baseline
		Two or More Races 31.9% chronically absent Declined 3.2%	Two or More Races 27.6% chronically absent Declined 4.4%		Two or More Races 22% chronically absent	Filipino Declined 7.5% from baseline
		Socioeconomically Disadvantaged 34.1% chronically absent Declined 3.1%	Filipino 13.5% chronically absent Declined 7.5%		Socioeconomically Disadvantaged 22% chronically absent	Socioeconomically Disadvantaged Declined 4.2% from baseline
						Students with Disabilities Declined 5.2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Socioeconomically Disadvantaged 29.8% chronically absent Declined 4.2%</p> <p>Students with Disabilities 35.6% chronically absent Declined 5.2%</p>			
2.4	Local Indicator: School Climate (Priority 6)	<p>I feel safe at school: 63% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 43% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 55% of students in grades 4-8 report</p>	<p>Spring 2025 Priority 6 Student Survey:</p> <p>I feel safe at school: 62% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5) , a 2% decrease from baseline.</p> <p>My school is clean: 46% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5), a 3% increase from baseline.</p>		<p>Increase by 2% and/or maintain above a 85%.</p> <p>I feel safe at school: 65% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 45% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: 74% of students in grades 4-8 report that adults at the</p>	<p>Spring 2025 Priority 6 Student Survey:</p> <p>I feel safe at school: 2% decrease from baseline.</p> <p>My school is clean: 3% increase from baseline.</p> <p>Adults at my school treat me with respect: maintaining with the baseline taken Spring 2024.</p> <p>I feel like I belong at my school: 1% decrease from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 53% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	<p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5), maintaining with the baseline taken Spring 2024.</p> <p>I feel like I belong at my school: 54% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5), a 1% decrease from baseline.</p> <p>My classmates treat me with respect: 51% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5), a 2% decrease from baseline.</p>		<p>school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 57% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 55% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	<p>My classmates treat me with respect: 2% decrease from baseline.</p>

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2.5	Local Indicator: Basic Services and Conditions (Safe, Clean and Functional School Facilities) (Priority 1)	Annual Williams Audit (FIT): 100% of sites audited had an overall score of "Good" or higher on the Facilities Inspection Tool (FIT).	Fall 2024 Annual Williams Audit (FIT): 100% of sites audited had an overall score of "Good" or higher on the Facilities Inspection Tool (FIT). This remain the same compared to baseline.		Annual Williams Audit (FIT): Maintain 100% of sites audited having an overall score of "Good" or higher on the Facilities Inspection Tool (FIT).	This remain the same compared to baseline.
2.6	Local Indicator: Parent and Family Engagement (Priority 3)	<p>The following are based on the local indicator's survey provided to families March and April 2024:</p> <p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.21 Highest Mean Score: 4.46 Creating welcoming environments for all families in the community Lowest Mean Score: 3.93 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children</p>	<p>The following are based on the local indicator's survey provided to families March and April 2025:</p> <p>Building Partnerships for Student Outcomes: Overall Mean Score: 3.6, a 0.61 decrease from baseline Highest Mean Score: 3.9, Creating welcoming environments for all families in the community Lowest Mean Score: 3.4, Developing</p>		<p>Increase by 0.2 and/or maintain baseline above 4.25</p> <p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.25</p> <p>Creating welcoming environments for all families in the community Mean Score: 4.46</p> <p>Supporting staff to learn about each family's strengths, cultures, languages, and</p>	<p>The following are based on the local indicator's survey provided to families March and April 2025:</p> <p>Building Partnerships for Student Outcomes: 0.61 decrease from baseline</p> <p>Building Relationships between School Staff and Families 0.51 decrease from baseline</p> <p>Seeking Input for Decision-Making</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Building Relationships between School Staff and Families Overall Mean Score: 4.31 Highest Mean Score: 4.46 Providing families with information and resources to support student learning and development in the home Lowest Mean Score: 4.15</p> <p>Supporting families to understand and exercise their legal rights and advocate for their own students and all students</p> <p>Seeking Input for Decision-Making Overall Mean Score: 4.21 Highest Mean Score: 4.31 Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Lowest Mean Score: 4.15</p>	<p>multiple opportunities for CVUSD and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 3.8, a 0.51 decrease from baseline Highest Mean Score: 4.0, Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families Lowest Mean Score: 3.6, Providing families with information</p>		<p>goals for their children Mean Score 4.13</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.31</p> <p>Providing families with information and resources to support student learning and development in the home. Mean Score: 4.46</p> <p>Supporting families to understand and exercise their legal rights and advocate for their own students and all students Mean Score: 4.25</p> <p>Seeking Input for Decision-Making Overall Mean Score: 4.25</p> <p>Building the capacity of and supporting</p>	0.61 decrease from baseline

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		Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	<p>and resources to support student learning and development in the home</p> <p>Seeking Input for Decision-Making Overall Mean Score: 3.6, a 0.61 decrease from baseline Highest Mean Score: 3.7, Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Lowest Mean Score: 3.6, Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making</p>		<p>principals and staff to effectively engage families in advisory groups and with decision-making Mean Score: 4.3</p> <p>Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making Mean Score: 4.25</p>	
2.7	Parent Engagement Reflection Tool	Baseline data will be collection in Fall 2024	100% of Principals have Parent Engagement		Increase average site score by 10%	Year 1 Outcome will become baseline, so there

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			<p>goals. This will become baseline.</p> <p>100% of principals are using the reflection tool to enhance their parent engagement goals. This will become baseline.</p> <p>100% of principals have set Family Capacity Building Goals and Staff Capacity Building Family-Centered Goal. This will become baseline.</p>		as determined by baseline.	is no current difference from baseline.
2.8	Average Daily Attendance Rate	As of 4/22/24, the Average Daily Attendance Rate is 91.9%.	As of 3/28/2025, the Average Daily Attendance Rate is 92.31%.		Increase the Average Daily Attendance Rate to 93%	CVUSD increased from 2023/2024 to 2024/2025 by 0.41%.
2.9	Middle School Dropout Rate	.02% Middle School Dropout Rate, 1 student dropped out)	0% Middle School Dropout Rate. This remains the same compared to baseline.		Decrease Middle School Dropout Rate to .01%	This remains the same compared to baseline.
2.10	Expulsion Rate	.06% Expulsion Rate (11 students expelled as of April 2024)	The expulsion percentage as of 5/14/2025 is approximately 0.012%. This is a 0.048% decrease from baseline.		Decrease expulsion rate to .03%.	This is a 0.048% decrease from baseline.

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2.11	Parental Involvement: Efforts to seek parent involvement and decision making (Priority 3)	<p>Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils.</p> <p>100% of schools have a School Site Council</p> <p>100% of Title I schools have an English Learner Advisory Council</p> <p>100% of Title I schools are able to select a site representative for the District English Learner Advisory Council</p> <p>100% of schools are able to select a representative for the LCAP Committee</p> <p>100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>100% of parents of individuals with exceptional needs were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>85% of all Newcomer families participated in a</p>	<p>Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils.</p> <p>100% of schools have a School Site Council. This remains the same compared to baseline.</p> <p>100% of Title I schools have an English Learner Advisory Council. This remains the same compared to baseline.</p> <p>100% of Title I schools are able to select a site representative for the District English Learner Advisory Council. This remains the same compared to baseline.</p> <p>100% of schools are able to select a representative for the LCAP</p>		<p>Maintain 100% of schools having a School Site Council</p> <p>Maintain 100% of Title 1 schools are able to have a site representative for the District English Learner Advisory Council</p> <p>Maintain 100% of schools are able to select a representative LCAP Committee</p> <p>Maintain 100% of unduplicated parents are invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>Maintain 100% of parents of individuals with exceptional needs were invited to participate in SSC, ELAC (when appropriate), and</p>	<p>Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils.</p> <p>100% of schools have a School Site Council. This remains the same compared to baseline.</p> <p>100% of Title I schools have an English Learner Advisory Council. This remains the same compared to baseline.</p> <p>100% of Title I schools are able to select a site representative for the District English Learner Advisory Council. This remains the same compared to baseline.</p> <p>100% of schools are able to select a representative for the LCAP</p>

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		Newcomer Welcome meeting.	Committee. This remains the same compared to baseline. 100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. This remains the same compared to baseline. 100% of parents of individuals with exceptional needs were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. 65% of all Newcomer families participated in a Newcomer Welcome meeting. This is a 20% decrease from baseline.		site advisory councils. Increase to at least 90% of Newcomer families participating in a Newcomer Welcome meeting.	Committee. This remains the same compared to baseline. 100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. This remains the same compared to baseline. 65% of all Newcomer families participated in a Newcomer Welcome meeting. This is a 20% decrease from baseline.
2.12	Priority 6 Student Survey	I feel safe at school: 63% of students in grades 4-8 report	Spring 2025 Priority 6 Student Survey:		Increase by 2%.	Spring 2025 Priority 6 Student Survey:

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		<p>feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 43% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 55% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 53% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	<p>I feel safe at school: 62% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5), a 2% decrease from baseline.</p> <p>My school is clean: 46% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5), a 3% increase from baseline.</p> <p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5), maintaining with the baseline taken Spring 2024.</p> <p>I feel like I belong at my school: 54% of students in grades 4-8 report</p>		<p>I feel safe at school: Increase to 65% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: Increase to 45% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: Increase to 74% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: Increase to 57% of students in grades 4-8 report feeling that they belong at their school (a 4 or</p>	<p>I feel safe at school: 2% decrease from baseline.</p> <p>My school is clean: 46% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5), a 3% increase from baseline.</p> <p>Adults at my school treat me with respect: maintaining with the baseline taken Spring 2024.</p> <p>I feel like I belong at my school: 1% decrease from baseline.</p> <p>My classmates treat me with respect: 2% decrease from baseline.</p>

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			<p>feeling that they belong at their school (a 4 or 5 on a scale of 1-5), a 1% decrease from baseline.</p> <p>My classmates treat me with respect: 51% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5), a 2% decrease from baseline.</p>		<p>5 on a scale of 1-5)</p> <p>My classmates treat me with respect: Increase to 65% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	
2.13	Annual Staff Gallup Poll	<p>2023 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 71% of staff indicate they agree/strongly agree Q05: My manager, or someone at work, seems to care about me as a person. 81% of staff indicate they agree/strongly agree</p>	<p>2024 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 73% of staff indicate they agree/strongly agree, a 2% increase from baseline. Q05: My manager, or someone at work, seems to</p>		<p>2026 Staff Gallup Poll (Q12) Metric: Increase by 5% of staff who agree/strongly agree for each question Q02: I have the materials and equipment I need to do my work right. 76% of staff indicate they agree/strongly agree</p>	<p>2024 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 2% increase from baseline. Q05: My manager, or someone at work, seems to care about me as a person.</p>

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		Q07: At work, my opinions seem to count. 65% of staff indicate they agree/strongly agree	care about me as a person. 82% of staff indicate they agree/strongly agree, a 1% increase from baseline. Q07: At work, my opinions seem to count. 68% of staff indicate they agree/strongly agree, a 3% increase from baseline.		Q05: My manager, or someone at work, seems to care about me as a person. 86% of staff indicate they agree/strongly agree Q07: At work, my opinions seem to count. 70% of staff indicate they agree/strongly agree	1% increase from baseline.  Q07: At work, my opinions seem to count. 3% increase from baseline.
2.14	Annual Parent Survey	March 2023 Spring Gallup Parent Poll (next Gallup Parent Poll administered May 2024)  45% of respondents are fully engaged.  81% of respondents agreed with the statement, "My child's school always delivers on what it promises."  85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."	2025 Gallup Parent Poll:  44% of respondents are fully engaged, a decrease in 1% compared to baseline.  83% of respondents agreed with the statement, "My child's school always delivers on what it promises," an increase in 2%		"March 2026 Spring Gallup Parent Poll Maintain above 80% and/or increase by 3%.  48% of respondents are fully engaged.  At or above 80% of respondents agreed with the statement, "My child's school always delivers on what it promises."	2025 Gallup Parent Poll:  44% of respondents are fully engaged, a decrease in 1% compared to baseline.  83% of respondents agreed with the statement, "My child's school always delivers on what it promises," an increase in 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		78% of respondents agreed with the statement, "This school is perfect for my child.	<p>compared to baseline.</p> <p>84% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." This is a 1% decrease from baseline.</p> <p>79% of respondents agreed with the statement, "This school is perfect for my child." This is a 1% increase from baseline.</p>		<p>At or above 80% of respondents agreed with the statement, "I feel proud to be a parent at my child's school."</p> <p>At or above 80% of respondents agreed with the statement, "This school is perfect for my child."</p>	<p>compared to baseline.</p> <p>84% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." This is a 1% decrease from baseline.</p> <p>79% of respondents agreed with the statement, "This school is perfect for my child." This is a 1% increase from baseline.</p>
2.15	Annual CVUSD Safety Survey (Families & Staff)	<p>88% of staff feel their school is a safe place.</p> <p>78% of families agree with the statement, "My child feels safe at this school."</p>	<p>79% of staff agreed with the statement "I feel safe in my work environment." on the Gallup Employee Engagement Survey.</p> <p>83% of families agree with the statement, "My child feels safe at</p>		<p>Increase by 2%</p> <p>90% of staff feel their school is a safe place.</p> <p>80% of families agree with the statement, "My child feels safe at this school."</p>	<p>This is a 9% decrease compared to baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			this school." on the Fall 2024 Family Safety and Connectedness Survey. This is a 5% increase compared to baseline.			

## Goal Analysis [2024-25]

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.

In 2024–25, the Cajon Valley Union School District made significant progress toward LCAP Goal 2, which focuses on creating safe, supportive, and engaging school environments. This work spanned the four-tier Instructional Ecosystem: Necessary Conditions, Explicit Instruction, Opportunities to Practice, and Supplemental Support (Goal 2, Action 6).

Assistant Principals participated in bi-monthly PLCs designed to strengthen their leadership capacity, including strategic planning using the PDSA (Plan-Do-Study-Act) cycle. These sessions supported the implementation of onboarding systems for students, the creation of student advisory groups, and improvements in behavioral response systems. The district also provided dedicated coaching for paraeducators, campus aides, instructional coaches, and teachers, emphasizing effective environmental and classroom management.

To improve student safety and behavior management, the district transitioned from the ProAct model to SafetyCare training, resulting in increased staff participation and readiness to prevent and manage behavioral issues. Two grant-funded Necessary Conditions Coaches provided targeted support for environmental management, while a new Program Specialist led restorative practices and re-entry programs at middle schools, further enhancing student support systems (Goal 2, Action 6).

Counselors received structured support through a three-part funding model that blends LCAP, ERMHS, and site funds, enabling more full-time counselor positions and strategic integration within each school's ecosystem. Throughout the year, counselors collaborated closely with site administrators to align on goals and actions, resulting in a balanced service delivery model that includes Tier 1 classroom lessons, small group interventions, individualized support, and crisis response services. Counselors also provided family workshops tailored to the unique needs of each site, based on parent feedback. To ensure consistent growth and effectiveness, the District Mental Health Team delivered mandatory professional learning for all counselors (Goal 2, Action 16).

Family and Community Engagement (FACE) staff supported site leaders in aligning FACE plans to school goals. Liaisons conducted home visits, presented at family workshops, and strengthened shared leadership at ELAC/DELAC meetings. Interpretation support was tiered, leveraging district bilingual liaisons and Hana Interpreting Services to improve communication with multilingual families.

Operational supports included enhancements to bus tracking and notification systems (Goal 2, Action 10), streamlined transportation record-keeping, and responsive technology services that addressed over 24,000 help requests and refreshed 6,500 student devices. Maintenance and custodial teams maintained campus cleanliness and functionality, while five new Safety and Security Specialists responded to over 1,600 calls since January 2025, ensuring safe and well-maintained learning environments.

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.

#### Goal 2, Action 21: Translation Services

Description: Translation services are provided to support communication with families whose primary language is not English, ensuring equitable access to district communications and family engagement opportunities.

#### Explanation of Expenditure Differences:

With increasing districtwide enrollment and a significant rise in the number of English Learners speaking a wider variety of languages, funds were initially estimated based on potential need. However, many sites relied on bilingual staff who provided translations as part of their regular job duties, resulting in lower-than-expected expenses. This budget will be adjusted for the 2025–2026 school year to reflect more accurate projections based on actual demand.

#### Goal 2, Action 3: Gallup Poll - Students, Staff, & Parents

Description: The Gallup Poll provides data on student, staff, and parent engagement, supporting the district's continuous improvement efforts and informing LCAP planning.

#### Explanation of Expenditure Differences:

Staffing and material costs for the 2025–2026 Gallup Poll were covered through grant funding, reducing the need for district budget allocations for this action.

#### Goal 2, Action 14: Water Filling Stations / Filters

Description: Water filling stations provide students and staff with clean, filtered drinking water, supporting health and wellness goals.

#### Explanation of Expenditure Differences:

Stations were installed in the previous year, and maintenance costs have been minimal due to the newness of the equipment. However, the district anticipates that maintenance, repair, and replacement costs will increase as the equipment ages.

#### Goal 2, Action 12: Campus Safety Leads

Description: Campus Safety Leads provide on-site security and support for maintaining safe learning environments at middle schools.

Explanation of Expenditure Differences:

Staffing vacancies in these positions resulted in lower-than-expected costs for the 2024–2025 school year. The district is working to fill these positions to ensure comprehensive coverage at all middle school sites.

Goal 2, Action 14: Safety Equipment - Walkie Talkies

Description: Walkie talkies provide critical communication tools for site safety teams, supporting coordinated responses to emergencies and daily operations.

Explanation of Expenditure Differences:

Sites are gradually receiving walkie talkies as solutions are identified for the wide variety of equipment currently in use at individual campuses. The district has chosen to avoid abandoning functional existing systems in favor of a more gradual, site-specific rollout to minimize disruptions.

Goal 2, Action 14: Carryover Safety Plan - Pilot Program Keyless Entry

Description: Keyless entry systems are being piloted at select sites to improve campus security and streamline access management.

Explanation of Expenditure Differences:

Keyless entry systems are being researched for installation at two pilot sites before a districtwide rollout is considered. Feedback from families and staff will be incorporated into the final system design to ensure alignment with site needs and security requirements.

Goal 2, Action 14: One-Time: Security Radios for Warehouse/Safety Team/School Offices/Departments, Bus Camera Refresh

Description: Security radios provide critical communication capabilities for district operations, while bus camera systems support student safety and incident tracking.

Explanation of Expenditure Differences:

Bus camera replacements and upgrades are being evaluated in collaboration with the district's transportation team. Final funding decisions will be based on current equipment assessments and identified safety needs.

Goal 2, Action 15: Lifeguard Position - MMS

Description: The district planned to hire a lifeguard to support swimming programs at MMS.

Explanation of Expenditure Differences:

Despite multiple job postings, the district has been unable to find a qualified candidate for this position. The district is exploring alternative staffing solutions for this role.

Goal 2, Action 16: Increase Program Specialist Positions (1 FTE) & 2 Instructional Coaches

Description: This funding supports additional Program Specialist positions and instructional coaches to provide training and support for paraprofessionals and address student behavior needs.

#### Explanation of Expenditure Differences:

Only one instructional coach was funded through this budget, as the second coach was covered by grant funding that ends in December 2025. This funding source will need to be adjusted as the grant period concludes.

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

Goal 2 actions have resulted in meaningful progress in site readiness, behavior support, and family engagement.

##### Chronic Absenteeism

Effectiveness: Partially Effective

Goal 2, Actions: 6, 12, 14, 16, 17

The district reduced chronic absenteeism from 31 percent to 27.3 percent, with notable gains among African American students (down 7.4 percent), homeless youth (down 18 percent), and students with disabilities (down 5.2 percent). These improvements reflect the impact of safety and climate efforts, transportation supports, and targeted liaison services. However, chronic absenteeism increased for Long-Term English Learners (up 2 percent) and American Indian students (up 5.7 percent), signaling a need for more specific supports for these groups. Additional Data (Goal 2, Action 8): As of March 28, 2025, the district's Average Daily Attendance Rate increased to 92.31 percent, up 0.41 percent from the previous year.

##### Suspension Rates

Effectiveness: Partially Effective

Goal 2, Actions: 7, 9, 11, 14, 15

While the districtwide suspension rate increased slightly from 5.2 percent to 6 percent, there were meaningful improvements at the middle school level. Trimester 2 year-over-year suspensions dropped by 3.5 percent, and multiple suspensions at the five middle schools decreased by 43 percent. These gains are connected to restorative practices and increased site-level safety staffing. However, multiple student groups remain in the red performance level, including Long-Term English Learners (20.5 percent), African American students (10.3 percent), students with disabilities (8.5 percent), and American Indian students (7.2 percent), indicating uneven implementation of Tier 1 behavioral supports.

##### School Climate and Safety (Student Perception)

Effectiveness: Effective

Goal 2, Actions: 3, 6

Student climate surveys reflect consistent improvements across key indicators. The percentage of students reporting that they feel safe at school increased to 64 percent, respect from adults rose to 74 percent, and the sense of belonging increased to 57 percent. These outcomes suggest that ongoing investments in campus supervision, staff presence, and school-wide climate initiatives are having a positive impact.

##### Campus Cleanliness

Effectiveness: Partially Effective

Goal 2, Action: 8

Student perception of campus cleanliness improved from 43 percent to 49 percent. This growth is attributed to strengthened maintenance systems and staffing, but further work is needed to meet higher expectations and ensure consistency across all sites.

#### Staff Engagement and Workplace Safety

Effectiveness: Partially Effective

Goal 2, Actions: 6, 10, 15

Gallup Q12 results showed that 73 percent of staff report having the materials and equipment they need, and 82 percent feel cared for at work. These measures reflect a supportive culture. However, only 79 percent of staff agreed with the statement “I feel safe in my work environment,” a 9 percent decline from the baseline. This signals a need to reengage staff on safety systems and workplace conditions. Additional Data (Action 2.15): 79 percent of staff reported feeling safe at work, down from previous levels.

#### Family Engagement (Overall)

Effectiveness: Effective

Actions: 2, 4

Family surveys show high levels of confidence in school culture and safety. Eighty-three percent of families report that their child feels safe at school, and 84 percent express pride in their school community. This indicates strong relationships between schools and families and a supportive environment for students.

#### Newcomer Family Participation

Effectiveness: Partially Effective

Actions: 1, 13

While newcomer supports have expanded significantly, including new facilitators and liaisons, family participation rates declined from 85 percent to 65 percent. This highlights the challenges in meeting the needs of a growing and highly mobile population and suggests a need for more accessible and culturally responsive engagement efforts.

#### Poverty Simulations and FACE Strategy Implementation

Effectiveness: Effective

Actions: 2, 4

Eight school sites implemented Poverty Simulations and reflection sessions. As a result, 81.6 percent of participating staff reported a better understanding of the challenges faced by students and families, and 81.9 percent said they felt more confident applying what they learned to their work. Additionally, all 27 school sites developed three Family and Community Engagement (FACE) strategies, focused on building staff and family capacity.

#### Newcomer Support Services

Effectiveness: Effective

Goal 2, Actions: 1, 4, 13

The district significantly expanded newcomer supports, hiring three teacher facilitators and two community liaisons. These staff provided 4,009 interpretation and translation services, conducted 561 home visits (98.1 percent of which were reported as helpful by staff), and facilitated 68 percent of newcomer meetings. They also led 161 family workshops across the district. These outcomes demonstrate a coordinated, impactful approach to supporting newcomer students and families.

## Operational and Safety Improvements

Effectiveness: Effective

Goal 2, Actions: 6, 8, 10, 18

The addition of a Transportation Operations Assistant helped streamline scheduling and dispatch functions as well as site level communication. Campus Security Liaisons and new Safety and Security Specialists increased supervision and responsiveness. Vape detectors were added at middle schools to deter and respond to vaping incidents. As of the current school year, safety staff have logged 7,001 events, including 2,008 at elementary sites, indicating strong coverage and accountability in school safety systems.

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.

In response to dashboard and survey data, several changes will be made for 2025–2026 to strengthen site-level support and improve student outcomes. The Education Services team will provide administrators with curated Goal 2 data profiles and schedule structured reflection meetings with administrative coverage to support data-driven decision-making (Goal 2, Action 6). This approach will enhance principals' ability to access and respond to site-level data, ensuring more timely and targeted interventions.

The District Expectations for Student Success will continue, with enhancements including an electronic referral system to improve communication, response time, and administrators' ability to review data effectively. Site leaders will intentionally allocate time on Mondays for staff to revisit and recalibrate Necessary Conditions for Learning, ensuring consistent use of proactive strategies to prevent and address Tier 1 (green) behaviors in the classroom.

The Ed Services team will also revise support systems for the district's five middle schools and five large elementary schools. These schools will receive on-site support four times per year, enabling student support teams to review data, recalibrate systems, and adjust actions based on real-time site data. These teams will develop workflows that clearly define each member's role in addressing student social, emotional, and behavioral needs, ensuring that students receive appropriately matched interventions.

To strengthen the onboarding and training of classified staff, the district will expand the paraeducator onboarding system to include all classified student support roles, providing more comprehensive preparation for those supporting student learning and behavior (Goal 2, Action 6).

Additionally, a new District Behavior Response Team will be formed to provide site-based de-escalation, training, and coaching. Principal coaching will shift to a differentiated model, aligning support intervals with site-specific needs, promoting more personalized professional growth.

Counselors will take a more active role in site-wide data-based decision-making, collaborating with administrators and other service providers to design comprehensive support models that balance individual, small group, and school-wide services. This approach will be tailored to each site's specific needs, balancing preventative and responsive services. Counselors will also provide in-class coaching and modeling of effective student support strategies, ensuring that teachers and staff have the practical tools needed to implement these strategies

consistently. The district will provide focused professional learning on evaluating and gradually reducing intensive services as students gain independence, managing both student growth and the fiscal impact of these supports.

Concentration Grant funds will continue to target high-need schools, focusing on reducing chronic absenteeism and suspensions, particularly for English Learners, foster youth, homeless students, and students with disabilities . Expand counseling services to ensure students receive timely support for behavioral needs. As part of the district's Coordinated Early Intervening Services (CEIS) plan to address significant disproportionality in Emotional Disability identification for African American students, counseling staff will provide proactive and tiered interventions. This includes collaboration with general education and special education teams to reduce inappropriate referrals and improve student outcomes.(Goal 2, Action 16).

Family and Community Engagement (FACE) efforts will also be strengthened. Sites will continue leveraging FACE support for home visits and family engagement events, aligning workshops with school literacy goals and collaborating closely with community liaisons. Family workshop surveys will be used to evaluate the effectiveness of workshop content and parent commitment to next steps, ensuring continuous improvement. The district will also expand staff participation in the summer home visit program to deepen relational trust with families. In addition, the Family Literacy Committee will support the rollout of the reading difficulty screener for students and families, helping to identify and address literacy gaps early.

Operational refinements are planned to improve efficiency and responsiveness. The Transportation Operations Assistant will maintain trip scheduling systems, refine scheduling to better manage peak demand, and create a master schedule to ensure equitable field trip opportunities for all sites. Facilities improvement efforts will prioritize projects based on safety, budget availability, and summer maintenance windows. Custodial and grounds services will expand coverage and explore new equipment or scheduling strategies to improve efficiency.

To enhance campus safety, the district will add a Safety and Security Supervisor to strengthen leadership, coordination, and training for site safety teams. This role will support ongoing safety infrastructure upgrades and customize site communication systems to address unique radio needs. Additionally, the technology team will pursue summer infrastructure updates, ensuring campuses remain safe, clean, and connected, aligned with FIT and Priority 1 goals.

As part of meeting LCFF Priority Metrics, Cajon Valley added a new metric for students with exceptional needs to better track their progress and support. This helps ensure all students, including those in special education, are included in our goals school climate.

As required for LEAs with Red Dashboard indicators, the following specific actions will be modified in the 2025-26 LCAP to directly address the identified student groups with the lowest performance levels on the 2023 Dashboard.

#### Action 2.14 - Support Systems

Groups Served: English Learners, Homeless, Foster Youth, American Indian

Changes Based on Analysis: Strengthen integration classroom with social-emotional learning (SEL) to support positive behavior and reduce suspensions.

#### Action 2.16 - Comprehensive Counseling Supports

Groups Served: English Learners, Homeless, Foster Youth, American Indian

Changes Based on Analysis: Increase counselor training in trauma-informed care and academic advising to better support at-risk students.

**Action 2.17 - Homeless and Foster Youth Liaison Support**

Groups Served: Homeless, Foster Youth

Changes Based on Analysis: Expand academic tutoring and resource access for homeless and foster youth, including mentoring and career guidance.

Metric 2I11: As part of our LCAP requirements under Metric 2.11 has been modified to strengthen inclusive parent engagement. Beginning this year, 100% of parents of individuals with exceptional needs will be invited to participate in School Site Council (SSC), English Learner Advisory Committee (ELAC) when appropriate, and other site advisory councils.

**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	Translation Services	With rising enrollment and 40 percent of incoming students being English learners who speak 30 different languages, we plan to boost funding for translation and interpretation services. District translators will ensure clear communication for students and their families, bridging cultural gaps and strengthening community bonds. This service will help English Learners and their families better understand and engage with their schools, which is expected to improve their academic performance. Aligned with our dashboard requirements, these actions are designed to address various areas of concern across the district. They are intended to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. They seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.	\$566,759.00	Yes
2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE) The Grants Engagement Supervisor will be responsible for developing, staffing, and managing programs that support family engagement, leadership development, and the forging of partnerships with local	\$284,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>organizations. Engaging families and community members in the educational process not only boosts academic performance but also enhances safety support. These initiatives are aimed at improving both academic and social-emotional outcomes for English Learners and low-income students. Additionally, the Director of English Learner and Family and Community Engagement (FACE) will oversee the coordination of bilingual programs and the curriculum for English Learners. This includes the development, implementation, and monitoring of student growth data to boost academic achievements for language learners. The director will also seek grant funding to secure additional resources for English Learner students and their families. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.</p>		
2.3	Engagement Surveys	<p>Since introducing our annual Gallup surveys, we have observed increasing engagement among students, staff, and parents. These surveys will continue to be conducted annually with students, staff, and families to assess their level of engagement, aiming to enhance student outcomes with the support of all educational partners. We will analyze the data by subgroups to ensure that our unduplicated students feel engaged, hopeful, and have a sense of belonging, while also learning to understand and manage their emotions and establish positive relationships with others. Although input is gathered from all stakeholders, the feedback provided is primarily focused on improving outcomes for our students represented in our unduplicated count.</p>	\$67,106.00	Yes
2.4	Community Liaisons	<p>Family and Community Liaisons will enhance family and community involvement in student learning, providing guidance on how to support students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during and after school hours, offering access to district support and programs. With enrollment increasing and a significant rise in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family</p>	\$865,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
		welcome center available daily to assist families. In accordance with our dashboard requirements, these actions are designed to address various areas of concern across the district. They aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.		
<b>2.5</b>	Recruit and maintain high quality staffing supporting students	By offering these services to both current and potential staff, we can effectively fill positions and ensure our district is adequately staffed. Increasing staffing will allow a district CPR Trainer to deliver comprehensive training, equipping staff to handle student medical emergencies both on and off campus, particularly benefiting our unduplicated population. Additionally, addressing the prohibitive cost of fingerprinting, which has been a barrier to recruiting and retaining staff, will remove a significant obstacle and improve our ability to attract and retain qualified personnel. While these services are available to all applicable staff, the goal is to provide adequate and quality staffing for students represented in our unduplicated count.	\$115,000.00	Yes
<b>2.6</b>	Site Administrative Support	Additional funding will be allocated for assistant principals to enhance support for students identified within the unduplicated count, aiming to improve student connectedness, engagement, attendance, and academic outcomes. Specifically, middle schools with more than 800 students and over 55% unduplicated count will receive 0.5 FTE Assistant Principals. Similarly, elementary schools with enrollments exceeding 900 and over 55% unduplicated count will also receive additional administrative support with Assistant Principals at 0.25 FTE each. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A located at the end of this document.	\$1,541,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.7</b>	Facilities Improvement	The district's maintenance and operations department will offer services focused on the necessary repairs and upkeep of facilities, aiming to sustain a secure and well-maintained learning environment. This initiative is specifically designed to benefit all students, particularly those in our unduplicated population, by enhancing their educational performance and outcomes. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.	\$3,000,000.00	Yes
<b>2.8</b>	Custodial and Grounds	Maintenance staff members will provide custodial and grounds services to maintain the school facilities effectively. This effort is intended to create a safe and well-kept learning environment particularly for those represented in our unduplicated count. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document. While all students benefit from maintenance of our facilities, the services are primarily directed towards students represented in our unduplicated count.	\$2,018,981.00	Yes
<b>2.9</b>	Office Support	To increase attendance and engagement among students in the unduplicated count, CVUSD has established a family resource and enrollment center and increased support staffing at sites. The current accountability dashboard indicates that these students are experiencing high chronic absenteeism and could greatly benefit from additional support.	\$728,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>School Administrative Assistant Leads, in collaboration with site office staff, will strive to fulfill the Cajon Valley 8 Promises by fostering positive relationships with students and families, enhancing the school environment, and providing the necessary support. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.</p>		
<b>2.10</b>	Visitor Management System	<p>Front office staff will utilize a visitor management system to enhance school safety, particularly for students in the unduplicated count. This system improves security by scanning visitors' identification, cross-referencing the information with a sex offender database, and notifying campus administrators if there is a match. This proactive approach significantly increases student safety on campus. The system's maintenance will undergo an annual review to ensure its effectiveness. While this system is used for all visitors, the primary intention of this security measure is to protect students represented in our unduplicated count.</p>	\$18,480.00	Yes
<b>2.11</b>	Bus Safety Systems	<p>CVUSD invests in technologies like the RFID Bus System with Zonar and Stopfinder GEO Alerts to significantly enhance student safety during school transportation. These systems provide real-time tracking of bus locations, ensuring that both school administrators and parents are always informed of the bus's location, which is crucial in emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust among all stakeholders. Additionally, the ability to monitor bus routes and student boarding details helps maintain accountability and ensures that students board and alight at the correct stops, further safeguarding their travel to and from school. By improving operational efficiency and providing a safer transportation environment, these technologies are vital investments for student safety. While any student accessing transportation will benefit from this communication system, increasing our transportation efficiency is primarily directed towards students represented in our unduplicated count.</p>	\$52,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.12</b>	District Safety and Security	Middle School Campus Safety Leads will assist schools in ensuring a safe and secure environment for the protection of students, staff, visitors, and property. The team will include a coordinator, dispatcher, and administrative assistant dedicated to managing and overseeing safety across all campuses. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While all students will benefit from these expanded security supports, they are primarily directed towards students represented in our unduplicated count.	\$1,521,807.00	Yes
<b>2.13</b>	Campus Aides	Campus aides are essential for student safety during unstructured times such as before and after school, passing periods, lunch, and recess. By actively monitoring key areas and engaging with students, they help prevent problems and ensure a safe environment. Their presence, intervention in conflicts, and familiarity with emergency procedures contribute to maintaining order. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While this staffing supports all students, the additional support is primarily directed towards students represented in our unduplicated count.	\$1,332,290.00	Yes
<b>2.14</b>	Safety Equipment	These safety enhancement projects are specifically designed to increase student safety across various aspects of the school environment. Upgrading site fire alarms ensures that students and staff can be quickly alerted in case of a fire, allowing for prompt evacuation and immediate emergency responses. Improving security radios at the District Office enhances communication during emergencies, enabling swift, coordinated actions. Additionally, refreshing bus cameras strengthens monitoring on	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school buses, ensuring incidents are recorded and managed more effectively. This proactive approach not only addresses current safety concerns but also helps prevent future incidents, providing a safer transportation environment for students. Each project is a key component in strengthening the overall safety infrastructure and creating a protective environment for students.</p> <p>In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates district-wide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While these safety enhancements benefit all students, the additional support is primarily directed towards students represented in our unduplicated count.</p>		
<b>2.15</b>	Pool Safety-Lifeguard	<p>Providing a lifeguard is essential for ensuring student safety when offering instruction in water safety and swimming techniques. Many students represented in the unduplicated count have limited access to swimming facilities and lessons outside of school. By offering these resources both during school and summer, we help students gain essential water safety skills, reducing the risk of water-related accidents and promoting their physical health. This support increases staff coverage when engaging with students in water related activities.</p>	\$60,000.00	No
<b>2.16</b>	Counseling Program	<p>Site and central counselors will enhance support for unduplicated students by focusing on academic achievement, career development, and social-emotional support. They will conduct classroom guidance lessons, including middle school sessions on bullying, suicide, and human trafficking prevention. These efforts are intended to improve both academic and social-emotional support for students within our unduplicated count. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A located at the end of this document.</p>	\$4,016,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.17</b>	Homeless/Foster Liaison Support (Title I)	District Homeless Liaison will coordinate services and resources for students experiencing homelessness and experiencing unique barriers to academic success. By providing basic school supplies and services, students have greater opportunities for academic and social-emotional growth. Cajon Valley students experiencing homelessness receive: No cost EDP, Camp, Backpack & supplies, Chrome book insurance, transportation, clothing, and shoes gift cards	\$224,514.00	No
<b>2.18</b>	Additional Concentration Grant	With additional Concentration grant, provide the sites over 55% UPP with additional support for direct services for students represented in our unduplicated count population. These funds aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to improve performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please refer to addendum A appended to this document.	\$7,253,713.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.64	families March and April 2025: Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 4.0		Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.84	families March and April 2025: Implementation of Academic Standards in English Language Arts 0.76% increase from baseline.
		Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.24	Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.15		Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.42	Implementation of Academic Standards in English Language (ELD) 0.09% decrease from baseline
		Implementation of Academic Standards in Mathematics Mean Score: 3.94	Implementation of Academic Standards in Mathematics Mean Score: 3.92		Implementation of Academic Standards in Mathematics Mean Score: 4.14	Implementation of Academic Standards in Mathematics 0.02% decrease from baseline
		Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.01	Implementation of Academic Standards in Next Generation Science Standards Mean Score: 2.74		Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21	Implementation of Academic Standards in Next Generation Science Standards 0.27% decrease from baseline
		Implementation of Academic Standards in History/Social Science Mean Score: 2.92	Implementation of Academic Standards in History/Social Science Mean Score: 2.63		Implementation of Academic Standards in History/Social Science Mean Score: 3.12	Implementation of Academic Standards in History/Social Science 0.27% decrease from baseline
		Implementation of Academic Standards in Career Technical Education Mean Score: 3.41			Implementation of Academic Standards in Career Technical Education Mean Score: 3.12	Implementation of Academic Standards in Career Technical Education 0.27% decrease from baseline
		Implementation of Academic Standards in Health Education			Implementation of Academic Standards in Health Education	Implementation of Academic Standards in Health Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Content Standards Mean Score: 2.58	Implementation of Academic Standards in Career Technical Education Mean Score: 3.42		Standards in Career Technical Education Mean Score: 3.61	Standards in History/Social Science 0.29% decrease from baseline
		Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.31	Implementation of Academic Standards in Heath Education Content Standards Mean Score: 2.29		Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.78	Implementation of Academic Standards in Career Technical Education 0.01% decrease from baseline
		Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.19	Implementation of Academic Standards in Physical Education Content Standards Mean Score: 2.75		Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.51	Implementation of Academic Standards in Heath Education Content Standards 0.29% decrease from baseline
		Implementation of Academic Standards in World Language Mean Score: 2.07	Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.61		Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.39	Implementation of Academic Standards in Physical Education Content Standards 0.56% decrease from baseline
			Implementation of Academic Standards in World Language Mean Score: 1.92		Implementation of Academic Standards in World Language Mean Score: 2.27	Implementation of Academic Standards in Visual and Performing Arts 0.42% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Implementation of Academic Standards in World Language 0.15% decrease from baseline
3.4	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)	<p>100% of students receiving ELD instruction.</p> <p>100% of students being enrolled in core classes.</p> <p>100% of EL students being enrolled in core classes, guaranteeing access to all CCSS.</p> <p>100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.</p>	<p>100% of students receiving ELD instruction. The remains the same compared to baseline.</p> <p>100% of students being enrolled in core classes. The remains the same compared to baseline.</p> <p>100% of EL students being enrolled in core classes, guaranteeing access to all CCSS. The remains the same compared to baseline.</p> <p>100% of unduplicated students and student with</p>		<p>We will continue to maintain our baseline of 100% of students receiving ELD instruction.</p> <p>We will continue to maintain our baseline of 100% of students being enrolled in core classes.</p> <p>We will continue our baseline of 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS.</p> <p>We will continue to maintain our baseline of 100% of unduplicated students and</p>	The remains the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceptional needs being enrolled in a broad course of study. The remains the same compared to baseline.		student with exceptional needs being enrolled in a broad course of study.	
3.5	California Accountability Dashboard: CAASPP Assessments (ELA)	<p>2023 California Dashboard:</p> <p>All Students (Orange): 46.4 points below standard Performance Level Low Declined 7.4 points</p> <p>Red: English Learners: 84.4 points below standard Declined 13.6 points</p> <p>Homeless: 113.2 points below standard Declined 14.7 points</p> <p>Foster Youth: 98.8 points below standard Declined 30.8 points</p> <p>Orange: African American: 68.1 points below standard</p>	<p>2024 California Dashboard:</p> <p>All Students (Orange): 53.5 points below standard Performance Level Low Declined 7.1 points from baseline.</p> <p>Red: English Learners: 96.3 points below standard Declined 10.9 points from baseline.</p> <p>Long Term English Learners: 121.6 points below standard Declined 10.3 points from baseline.</p>		<p>2026 California Dashboard: Increase performance by 9 points from 2023 baseline.</p> <p>All Students (Yellow): 37.4 points below standard</p> <p>English Learners: 75.4 points below standard</p> <p>Homeless: 104.2 points below standard</p> <p>Foster Youth: 89.8 points below standard</p> <p>African American: 59.1 points below standard</p> <p>Asian:</p>	<p>2024 California Dashboard:</p> <p>All Students (Orange): Declined 7.1 points from baseline.</p> <p>Red: English Learners: Declined 10.9 points from baseline.</p> <p>Long Term English Learners: Declined 10.3 points from baseline.</p> <p>Students with Disabilities: Maintain -1.7 points from baseline.</p> <p>Asian:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Declined 5.8 points</p> <p>Asian: 58.8 points below standard Declined 31.5 points</p> <p>Hispanic: 59.1 points below standard Declined 3 points</p> <p>Pacific Islander: 40.2 points below standard Declined 10.6 points</p> <p>Socioeconomically Disadvantaged: 63.5 points below standard Declined 6 points</p> <p>Students with Disabilities: 113.7 points below standard Increased 3.4 points</p> <p>White: 35.2 points below standard Declined 9.7 points</p> <p>Yellow: Two or More Races:</p>	<p>Students with Disabilities: 115.4 points below standard Maintain -1.7 points from baseline.</p> <p>Asian: 74.8 points below standard Declined 16.0 points from baseline.</p> <p>African American: 74.6 points below standard Declined 6.5 points from baseline.</p> <p>Orange: Hispanic: 63.4 points below standard Declined 4.2 points from baseline.</p> <p>Pacific Islander: 54.7 points below standard Declined 14.5 points from baseline.</p> <p>Homeless:</p>		<p>49.8 points below standard</p> <p>Hispanic: 50.1 points below standard</p> <p>Pacific Islander: 31.2 points below standard</p> <p>Socioeconomically Disadvantaged: 54.5 points below standard</p> <p>Students with Disabilities: 104.7 points below standard</p> <p>White: 26.2 points below standard</p> <p>Two or More Races: 16 points below standard</p> <p>Filipino: 30.6 points above standard</p>	<p>Declined 16.0 points from baseline.</p> <p>African American: Declined 6.5 points from baseline.</p> <p>Orange: Hispanic: Declined 4.2 points from baseline.</p> <p>Pacific Islander: Declined 14.5 points from baseline.</p> <p>Homeless: 107.6 points below standard Increased 5.5 points from baseline.</p> <p>Foster Youth: Increased 21.6 points from baseline.</p> <p>Socioeconomically Disadvantaged: Increased 4.0 points from baseline.</p> <p>White:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>25 points below standard Increased 4.1 points</p> <p>Blue: Filipino: 39.6 points above standard Increased 25.6 points</p>	<p>107.6 points below standard Increased 5.5 points from baseline.</p> <p>Foster Youth: 77.2 points below standard Increased 21.6 points from baseline.</p> <p>Socioeconomically Disadvantaged: 65.5 points below standard Increased 4.0 points from baseline.</p> <p>White: 43.2 points below standard Declined 7.9 points from baseline.</p> <p>Two or More Races: 34.5 points below standard Declined 9.5 points from baseline.</p> <p>No Color: American Indian:</p>			<p>Declined 7.9 points from baseline.</p> <p>Two or More Races: Declined 9.5 points from baseline.</p> <p>No Color: American Indian: Declined 20.1 points from baseline.</p> <p>Filipino: Increased 17.3 points from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>50.9 points below standard Declined 20.1 points from baseline.</p> <p>Filipino: 56.9 points above standard Increased 17.3 points from baseline.</p>			
3.6	CAASPP Achievement Levels (ELA)	<p>22-23 CAASPP ELA Achievement Levels:</p> <p>33.42% of all students met or exceeded standard.</p> <p>10.41% of all Students with Disabilities met or exceeded standard</p> <p>5.66% of all English Language Learners met or exceeded standard</p> <p>26.45% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>16.46% of all students who are Homeless met or exceeded standard</p>	<p>23/24 CAASPP ELA Achievement Levels:</p> <p>31.78% of all students met or exceeded standard, a 1.64% decrease from baseline.</p> <p>10.39% of all Students with Disabilities met or exceeded standard, a 0.2% decrease from baseline.</p> <p>4.59% of all English Language Learners met or exceeded standard, a 1.07%</p>		<p>25-26 CAASPP ELA Achievement Levels:</p> <p>Increase 6% across all student groups.</p> <p>52.6% of all students met or exceeded standard.</p> <p>21.75% of all Students with Disabilities met or exceeded standard</p> <p>16.87% of all English Language Learners met or exceeded standard</p> <p>41.27% of all students who are</p>	<p>23/24 CAASPP ELA Achievement Levels:</p> <p>All Students: 1.64% decrease from baseline.</p> <p>Students with Disabilities: 0.2% decrease from baseline.</p> <p>English Language Learners 1.07% decrease from baseline.</p> <p>Socio Economically Disadvantage: 1.02% increase from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.14% of Foster Youth met or exceeded standard	decrease from baseline.		Socio Economically Disadvantaged met or exceeded standard	Homeless: 1.31% increase from baseline.
		29.17% of all students who are American Indian met or exceeded standard	27.47% of all students who are Socio Economically Disadvantaged met or exceeded standard, a 1.02% increase from baseline.		31.80% of all students who are Homeless met or exceeded standard	Foster Youth: 0.89% decrease from baseline.
		30.08% of all students who are Asian met or exceeded standard	17.77% of all students who are Homeless met or exceeded standard, a 1.31% increase from baseline.		25.43% of Foster Youth met or exceeded standard	American Indian: 9.06% increase from baseline.
		24.23% of all students who are African American met or exceeded standard	6.25% of Foster Youth met or exceeded standard, a 0.89% decrease from baseline.		39.85% of all students who are American Indian met or exceeded standard	Asian: 1.87% decrease from baseline.
		60.00% of all students who are Filipino met or exceeded standard	38.23% of all students who are American Indian met or exceeded standard, a 9.06% increase from baseline.		80.70% of all students who are Asian met or exceeded standard	African American: 1.03% decrease from baseline.
		23.38% of all students who are Hispanic met or exceeded standard			35.85% of all students who are African American met or exceeded standard	Filipino: 10% increase from baseline.
		32.00% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard			76.05% of all students who are Filipino met or exceeded standard	Hispanic: 3.48% increase from baseline.
		36.38% of all students who are Two or More Races met or exceeded standard				Native Hawaiian or Pacific Islander: 0.05% increase from baseline.
						Two or More Races: 1.42% decrease from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38.02% of all students who are White met or exceeded standard	28.21% of all students who are Asian met or exceeded standard, 1.87% decrease from baseline.		42.08% of all students who are Hispanic met or exceeded standard	White: 1.87% decrease from baseline.
			23.71% of all students who are African American met or exceeded standard, 1.03% decrease from baseline.		44.52% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard	
			70.00% of all students who are Filipino met or exceeded standard, a 10% increase from baseline.		64.82% of all students who are Two or More Races met or exceeded standard	
			26.86% of all students who are Hispanic met or exceeded standard, a 3.48% increase from baseline.		66.72% of all students who are White met or exceeded standard	
			32.05% of all students who are Native Hawaiian or Pacific Islander met or exceeded			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>standard, a 0.05% increase from baseline.</p> <p>34.96% of all students who are Two or More Races met or exceeded standard, a 1.42% decrease from baseline.</p> <p>36.15% of all students who are White met or exceeded standard, a 1.87% decrease from baseline.</p>			
3.7	iReady Diagnostic Results (ELA)	<p>Based on Diagnostic #2 Data given in February 2024, 35% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 31% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 38%</p>	<p>Based on Diagnostic #2 Data given in February 2025, 34% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 30%, a 1% increase from baseline.</p>		<p>Increase Tier 1 by 6% across all student groups.</p> <p>Based on Diagnostic #2 Data given in February 2027, 41% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8</p>	<p>Based on Diagnostic #2 Data given in February 2025, there was a decrease of 1% of all students projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 1% increase from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: Tier 1 (on or above grade level): 12% Tier 2 (one grade level below): 27% Tier 3 (two of more grade levels below): 61%</p> <p>English Learners: Tier 1 (on or above grade level): 10% Tier 2 (one grade level below): 29% Tier 3 (two of more grade levels below): 61%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 44%</p> <p>African American: Tier 1 (on or above grade level): 26% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 41%</p>	<p>Tier 2 (one grade level below): 31%. This remains the same compared to baseline. Tier 3 (two of more grade levels below): 39%, a 1% increase from baseline.</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 13%, a 1% increase from baseline. Tier 2 (one grade level below): 26%, a 1% decrease from baseline. Tier 3 (two of more grade levels below): 61%. This remains the same compared to baseline.</p> <p>English Learners: Tier 1 (on or above grade level): 10%, a 2% decrease from baseline. Tier 2 (one grade level below): 29%, a 2% increase from baseline.</p>		<p>Tier 1 (on or above grade level): 37%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 18%</p> <p>English Learners: Tier 1 (on or above grade level): 16%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 30%</p> <p>African American: Tier 1 (on or above grade level): 32%</p> <p>American Indian: Tier 1 (on or above grade level): 43%</p> <p>Asian: Tier 1 (on or above grade level): 30%</p> <p>White: Tier 1 (on or above grade level): 41%</p> <p>Hispanic: Tier 1 (on or above grade level): 33%</p>	<p>Tier 2 (one grade level below): This remains the same compared to baseline. Tier 3 (two of more grade levels below): 1% increase from baseline.</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 1% increase from baseline. Tier 2 (one grade level below): 1% decrease from baseline. Tier 3 (two of more grade levels below): This remains the same compared to baseline.</p> <p>English Learners: Tier 1 (on or above grade level): 2% decrease from baseline. Tier 2 (one grade level below): a 2% increase from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>American Indian: Tier 1 (on or above grade level): 37% Tier 2 (one grade level below): 30% Tier 3 (two of more grade levels below): 3%</p> <p>Asian: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 30% Tier 3 (two of more grade levels below): 45%</p> <p>White: Tier 1 (on or above grade level): 35% Tier 2 (one grade level below): 30% Tier 3 (two of more grade levels below): 35%</p> <p>Hispanic: Tier 1 (on or above grade level): 27% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 40%</p> <p>Foster Youth:</p>	<p>Tier 3 (two of more grade levels below): 62%, a 1% increase from baseline.</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 24%. This remains the same compared to baseline. Tier 2 (one grade level below): 32%. This remains the same compared to baseline. Tier 3 (two of more grade levels below): 45%, a 1% increase compared to baseline.</p> <p>African American: Tier 1 (on or above grade level): 29%, a 3% increase from baseline. Tier 2 (one grade level below): 30%, a 3% decrease from baseline. Tier 3 (two of more grade levels below): 42%, a 1%</p>		<p>Foster Youth: Tier 1 (on or above grade level): 44%</p> <p>Homeless: Tier 1 (on or above grade level): 22%</p>	<p>Tier 3 (two of more grade levels below): 1% increase from baseline.</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): This remains the same compared to baseline. Tier 2 (one grade level below): This remains the same compared to baseline. Tier 3 (two of more grade levels below): 1% increase compared to baseline.</p> <p>African American: Tier 1 (on or above grade level): 3% increase from baseline. Tier 2 (one grade level below): 3% decrease from baseline. Tier 3 (two of more grade levels below): 1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Tier 1 (on or above grade level): 28%</p> <p>Tier 2 (one grade level below): 28%</p> <p>Tier 3 (two of more grade levels below): 38%</p> <p>Homeless:</p> <p>Tier 1 (on or above grade level): 16%</p> <p>Tier 2 (one grade level below): 32%</p> <p>Tier 3 (two of more grade levels below): 41%</p>	<p>increase from baseline.</p> <p>American Indian:</p> <p>Tier 1 (on or above grade level): 33%, a 3% decrease from baseline.</p> <p>Tier 2 (one grade level below): 30%. This remains the same compared to baseline.</p> <p>Tier 3 (two of more grade levels below): 36%, a 3% increase from baseline.</p> <p>Asian:</p> <p>Tier 1 (on or above grade level): 19%, a 5% decrease from baseline.</p> <p>Tier 2 (one grade level below): 30%. This remains the same compared to baseline.</p> <p>Tier 3 (two of more grade levels below): 51%, a 6% increase from baseline.</p> <p>White:</p>			<p>increase from baseline.</p> <p>American Indian:</p> <p>Tier 1 (on or above grade level): 3% decrease from baseline.</p> <p>Tier 2 (one grade level below): This remains the same compared to baseline.</p> <p>Tier 3 (two of more grade levels below): 3% increase from baseline.</p> <p>Asian:</p> <p>Tier 1 (on or above grade level): 5% decrease from baseline.</p> <p>Tier 2 (one grade level below): This remains the same compared to baseline.</p> <p>Tier 3 (two of more grade levels below): 6% increase from baseline.</p> <p>White:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Tier 1 (on or above grade level): 34%, a 1% decrease from baseline.  Tier 2 (one grade level below): 31%, a 1% increase from baseline.  Tier 3 (two of more grade levels below): 35%. This remains the same compared to baseline.</p> <p>Hispanic:  Tier 1 (on or above grade level): 27% This remains the same compared to baseline.  Tier 2 (one grade level below): 33% This remains the same compared to baseline.  Tier 3 (two of more grade levels below): 40% This remains the same compared to baseline.</p> <p>Foster Youth:  Tier 1 (on or above grade level): 33%,</p>			<p>Tier 1 (on or above grade level): 1% decrease from baseline.  Tier 2 (one grade level below): 1% increase from baseline.  Tier 3 (two of more grade levels below): This remains the same compared to baseline.</p> <p>Hispanic:  Tier 1 (on or above grade level): This remains the same compared to baseline.  Tier 2 (one grade level below): This remains the same compared to baseline.  Tier 3 (two of more grade levels below): This remains the same compared to baseline.</p> <p>Foster Youth:  Tier 1 (on or above grade level): 5%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>a 5% increase from baseline. Tier 2 (one grade level below): 28%. This remains the same compared to baseline. Tier 3 (two of more grade levels below): 39%, a 1% increase from baseline.</p> <p>Homeless: Tier 1 (on or above grade level): 30%, a 16% increase from baseline. Tier 2 (one grade level below): 31%, a 1% decrease from baseline. Tier 3 (two of more grade levels below): 39%, a 3% decrease from baseline.</p>			<p>increase from baseline. Tier 2 (one grade level below): This remains the same compared to baseline. Tier 3 (two of more grade levels below): 1% increase from baseline.</p> <p>Homeless: Tier 1 (on or above grade level):16% increase from baseline. Tier 2 (one grade level below):1% decrease from baseline. Tier 3 (two of more grade levels below): 3% decrease from baseline.</p>
3.8	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	<p>As of Diagnostic 2 (Feb 2024), 60% of all students were "on track" to make "one year's growth."</p> <p>56% of all students with disabilities are expected to reach "one year's</p>	<p>As of Diagnostic 2 (Feb 2025), 60% of all students were "on track" to make "one year's growth. The remains the same compared to baseline.</p>		<p>By 26-27, there will be a 6% increase in the percent of all students "on track" to make "one year's growth" in reading.</p>	<p>As of Diagnostic 2 (Feb 2025), All Students: The remains the same compared to baseline.</p> <p>Students with Disabilities: 1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>growth" by diagnostic #3.</p> <p>61% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>67% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>68% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of White students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>57% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3, 1% increase from baseline.</p> <p>61% of English learners are expected to reach "one year's growth" by diagnostic #3. The remains the same compared to baseline.</p> <p>59% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3, a 1% increase from baseline.</p> <p>60% of African American students are expected to reach "one year's growth" by</p>		<p>66% of all students will be "on track" to make "one year's growth."</p> <p>62% of all students with disabilities will be "on track" to make "one year's growth."</p> <p>67% of English learners will be on track to make "one year's growth" by diagnostic #3.</p> <p>64% of Socioeconomically Disadvantaged students will be on track to make "one year's growth" by diagnostic #3.</p> <p>64% of African American students will be on track to make "one year's growth" by diagnostic #3.</p> <p>73% of American Indian students will be on track to make "one year's</p>	<p>increase from baseline.</p> <p>English Learners: The remains the same compared to baseline.</p> <p>Socioeconomically Disadvantaged: 1% increase from baseline.</p> <p>African American: 2% increase from baseline.</p> <p>American Indian: 9% decrease from baseline.</p> <p>Asian: This remains the same compared to baseline.</p> <p>White: This remains the same compared to baseline.</p> <p>Hispanic: 1% decrease from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>58% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>69% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>diagnostic #3, a 2% increase from baseline.</p> <p>58% of American Indian students are expected to reach "one year's growth" by diagnostic #3, a 9% decrease from baseline.</p> <p>68% of Asian students are expected to reach "one year's growth" by diagnostic #3. This remains the same compared to baseline.</p> <p>60% of White students are expected to reach "one year's growth" by diagnostic #3. This remains the same compared to baseline.</p> <p>57% of Hispanic students are expected to reach "one year's</p>		<p>growth" by diagnostic #3.</p> <p>74% of Asian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>66% of White students will be on track to make "one year's growth" by diagnostic #3.</p> <p>64% of Hispanic students will be on track to make "one year's growth" by diagnostic #3.</p> <p>75% of Foster students will be on track to make "one year's growth" by diagnostic #3.</p> <p>61% of Homeless students will be on track to make "one year's growth" by diagnostic #3.</p>	<p>Foster:32% decrease from baseline.</p> <p>Homeless: 23% decrease from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>growth" by diagnostic #3, a 1% decrease from baseline.</p> <p>37% of Foster students are expected to reach "one year's growth" by diagnostic #3, a 32% decrease from baseline.</p> <p>32% of Homeless students are expected to reach "one year's growth" by diagnostic #3, a 23% decrease from baseline.</p>			
3.9	California Accountability Dashboard: CAASPP Assessments (Math)	<p>Based on the 2023 Dashboard:</p> <p>All Students (Orange) 74.5 points below standard Maintained -1.7 points</p> <p>Red: African American: 105 points below standard Maintained 2.7 points</p>	<p>Based on the 2024 Dashboard:</p> <p>All Students (Orange) 81.1 points below standard Decline 6.6 points from baseline</p> <p>Red: African American: 110 points below standard</p>		<p>Based on the 2026 Dashboard: Increase performance by 9 points from 2023 baseline.</p> <p>All Students (Yellow) 65.5 points below standard</p> <p>African American:</p>	<p>Based on the 2024 Dashboard:</p> <p>All Students (Orange) Decline 6.6 points from baseline</p> <p>Red: African American: Maintained 5.0 points from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners: 110 points below standard Declined 8 points</p> <p>Homeless: 144.2 points below standard Declined 23.9 points</p> <p>Foster Youth: 127.9 points below standard Declined 37 points</p> <p>Orange: Asian: 68.8 points below standard Declined 20 points</p> <p>Socioeconomically Disadvantaged: 90 points below standard Declined .3 point</p> <p>Students with Disabilities: 138.8 points below standard Increased 7 points</p> <p>White: 60.3 points below standard Declined 5.8 points</p>	<p>Maintained 5.0 points from baseline</p> <p>English Learners: 120.5 points below standard Declined 10.5 points from baseline</p> <p>Long Term English Learners: 164.4 points below standard Declined 3.2 points from baseline</p> <p>Students with Disabilities: 138.7 points below standard Maintained 0.1 points from baseline</p> <p>Socioeconomically Disadvantaged: 67.5 points below standard Declined 3.4 points from baseline</p> <p>Orange: Foster Youth: 110.9 points below standard</p>		<p>96 points below standard</p> <p>English Learners: 101 points below standard</p> <p>Homeless: 135.2 points below standard</p> <p>Foster Youth: 118.9 points below standard</p> <p>Asian: 59.8 points below standard</p> <p>Socioeconomically Disadvantaged: 81 points below standard</p> <p>Students with Disabilities: 129.8 points below standard</p> <p>White: 51.3 points below standard</p> <p>Hispanic: 82.9 points below standard</p>	<p>English Learners: Declined 10.5 points from baseline</p> <p>Long Term English Learners: Declined 3.2 points from baseline</p> <p>Students with Disabilities: Maintained 0.1 points from baseline</p> <p>Socioeconomically Disadvantaged: Declined 3.4 points from baseline</p> <p>Orange: Foster Youth: Increased 17.1 points from baseline</p> <p>Homeless: Increased 9.5 points from baseline</p> <p>Asian: Declined 21.8 points from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Yellow: Hispanic: 91.9 points below standard Increased 3.1 points</p> <p>Two or More Races: 56.5 points below standard Increased 19.5 points</p> <p>Pacific Islander: 67 points below standard Increased 8.5 points</p> <p>Blue: Filipino: 20.8 points below standard Increased 15.9 points</p>	<p>Increased 17.1 points from baseline</p> <p>Homeless: 134.7 points below standard Increased 9.5 points from baseline</p> <p>Asian: 90.7 points below standard Declined 21.8 points from baseline</p> <p>White: 68.7 points below standard Declined 8.4 points from baseline</p> <p>Hispanic: 94.8 points below standard Maintained -2.8 points from baseline</p> <p>Two or More Races: 59.0 points below standard</p>		<p>Two or More Races: 47.5 points below standard</p> <p>Pacific Islander: 58 points below standard</p> <p>Filipino: 11.8 points below standard</p>	<p>White: Declined 8.4 points from baseline</p> <p>Hispanic: Maintained -2.8 points from baseline</p> <p>Two or More Races: Maintain -2.5 points from baseline</p> <p>Pacific Islander: Decline 14.5 points from baseline</p> <p>Yellow: Pacific Islander: Increased 8.5 points from baseline</p> <p>No Color: American Indian: Increased 5.0 points from baseline</p> <p>Filipino: Increased 33.2 points from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Maintain -2.5 points from baseline</p> <p>Pacific Islander: 81.5 points below standard Decline 14.5 points from baseline</p> <p>Yellow: Pacific Islander: 67 points below standard Increased 8.5 points from baseline</p> <p>No Color: American Indian: 70.5 points below standard Increased 5.0 points from baseline</p> <p>Filipino: 12.4 points above standard Increased 33.2 points from baseline</p>			
3.10	CAASPP Performance Levels (Math)	22-23 CAASPP Math Achievement Levels:	23/24 CAASPP Math Achievement Levels:		25-26 CAASPP Math Achievement Levels will	23/24 CAASPP Math Achievement Levels:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.05% of all students met or exceeded standard.	22.56% of all students met or exceeded standard, a 1.49% decrease from baseline.		increase 6% for all students :	All Students: 1.49% decrease from baseline.
		7.74% of all Students with Disabilities met or exceeded standard	8.41% of all Students with Disabilities met or exceeded standard, a 0.67% increase from baseline.		54.54% of all students met or exceeded standard.	Students with Disabilities: 0.67% increase from baseline.
		5.90% of all English Language Learners met or exceeded standard	4.56% of all English Language Learners met or exceeded standard, a 1.34% decrease from baseline.		18.26% of all Students with Disabilities met or exceeded standard	English Learner: 1.34% decrease from baseline.
		17.77% of all students who are Socio Economically Disadvantaged met or exceeded standard	18.55% of all students who are Socio Economically Disadvantaged met or exceeded standard, a 0.78% increase from baseline.		15.93% of all English Language Learners met or exceeded standard	Socioeconomically Disadvantaged: 0.78% increase from baseline.
		9.60% of all students who are Homeless met or exceeded standard	9.62% of all students who are Homeless met or exceeded		28.91% of all students who are Socio Economically Disadvantaged met or exceeded standard	Homeless: 0.02% increase from baseline.
		17.41% of Foster Youth met or exceeded standard			22.15% of all students who are Homeless met or exceeded standard	Foster Youth: 17.41% decrease from baseline.
		20.83% of all students who are American Indian met or exceeded standard			16.47% of Foster Youth met or exceeded standard	American Indian: 0.25% decrease from baseline.
		23.27% of all students who are Asian met or exceeded standard			27.95% of all students who are	Asian: 4.59% decrease from baseline.
		11.43% of all students who are African				African American: 1.74% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American met or exceeded standard	standard, a 0.02% increase from baseline.		American Indian met or exceeded standard	Filipino: 18.51% increase from baseline.
		44.83% of all students who are Filipino met or exceeded standard	0.0% of Foster Youth met or exceeded standard, a 17.41% decrease from baseline.		75.93% of all students who are Asian met or exceeded standard	Hispanic: 0.69% decrease from baseline.
		17.97% of all students who are Hispanic met or exceeded standard	20.58% of all students who are American Indian met or exceeded standard, a 0.25% decrease from baseline.		22.89% of all students who are African American met or exceeded standard	Native Hawaiian or Pacific Islander: 1.58% increase from baseline.
		24.40% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard	18.68% of all students who are Asian met or exceeded standard, a 4.59% decrease from baseline.		62.08% of all students who are Filipino met or exceeded standard	Two or More Races: 0.80% decrease from baseline.
		26.86% of all students who are Two or More Races met or exceeded standard	13.17% of all students who are African American met or exceeded standard, a 1.74% increase from baseline.		28.69% of all students who are Hispanic met or exceeded standard	White: 2.15% decrease from baseline.
		29.51% of all students who are White met or exceeded standard	63.34% of all students who are		31.54% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard	
					55.54% of all students who are Two or More Races met or exceeded standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Filipino met or exceeded standard, a 18.51% increase from baseline.</p> <p>17.28% of all students who are Hispanic met or exceeded standard, 0.69% decrease from baseline.</p> <p>25.98% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard, 1.58% increase from baseline.</p> <p>26.06% of all students who are Two or More Races met or exceeded standard, 0.80% decrease from baseline.</p> <p>27.36% of all students who are White met or exceeded standard, a 2.15%</p>		55.02% of all students who are White met or exceeded standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decrease from baseline.			
3.11	iReady Diagnostic Results (Math)	<p>Based on Diagnostic #2 Data given in February 2024, 26% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 36%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 53%</p> <p>English Learners: Tier 1 (on or above grade level): 6% Tier 2 (one grade level below): 38% Tier 3 (two of more grade levels below): 57%</p>	<p>Based on Diagnostic #2 Data given in February 2025, 25% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 21%, a 1% decrease from baseline Tier 2 (one grade level below): 42%. This remains the same compared to baseline. Tier 3 (two of more grade levels below): 36% This remains the same compared to baseline.</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 9%, a 1% increase from baseline.</p>		<p>Increase Tier 1 by 6% across all student groups.</p> <p>Based on Diagnostic #2 Data given in February 2027, 32% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 28%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 14%</p> <p>English Learners: Tier 1 (on or above grade level): 12%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 21%</p> <p>African American:</p>	<p>Based on Diagnostic #2 Data given in February 2025, there is a 15 decrease in students projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 1% decrease from baseline Tier 2 (one grade level below): This remains the same compared to baseline. Tier 3 (two of more grade levels below): This remains the same compared to baseline.</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 1% increase from baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 43%</p> <p>African American: Tier 1 (on or above grade level): 14% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 45%</p> <p>American Indian: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 45% Tier 3 (two of more grade levels below): 31%</p> <p>Asian: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 42%</p>	<p>Tier 2 (one grade level below): 34%, a 1% increase from baseline. Tier 3 (two of more grade levels below): 58%, a 5% increase from baseline.</p> <p>English Learners: Tier 1 (on or above grade level): 6%. This remains the same compared to baseline. Tier 2 (one grade level below): 38% This remains the same compared to baseline. Tier 3 (two of more grade levels below): 56%, a 1% decrease from baseline.</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 15% This remains the same compared to baseline Tier 2 (one grade level below): 42% This remains the same Tier 3 (two of more grade levels below): 42% This remains the same</p>		<p>Tier 1 (on or above grade level): 20%</p> <p>American Indian: Tier 1 (on or above grade level): 30%</p> <p>Asian: Tier 1 (on or above grade level): 22%</p> <p>White: Tier 1 (on or above grade level): 32%</p> <p>Hispanic: Tier 1 (on or above grade level): 23%</p> <p>Foster Youth: Tier 1 (on or above grade level): 23%</p> <p>Homeless: Tier 1 (on or above grade level): 16%</p>	<p>Tier 2 (one grade level below): 1% increase from baseline. Tier 3 (two of more grade levels below): 5% increase from baseline.</p> <p>English Learners: Tier 1 (on or above grade level): This remains the same compared to baseline. Tier 2 (one grade level below): This remains the same compared to baseline. Tier 3 (two of more grade levels below): 1% decrease from baseline.</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): This remains the same compared to baseline Tier 2 (one grade level below): This remains the same</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>White: Tier 1 (on or above grade level): 26% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 32%</p> <p>Hispanic: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 43% Tier 3 (two of more grade levels below): 40%</p> <p>Foster Youth: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 43%</p> <p>Homeless: Tier 1 (on or above grade level): 10% Tier 2 (one grade level below): 39% Tier 3 (two of more grade levels below): 48%</p>	<p>same compared to baseline Tier 3 (two of more grade levels below): 43% This remains the same compared to baseline</p> <p>African American: Tier 1 (on or above grade level): 15%, a 1% increase from baseline Tier 2 (one grade level below): 44%, a 2% increase from baseline Tier 3 (two of more grade levels below): 41%, a 2% decrease from baseline.</p> <p>American Indian: Tier 1 (on or above grade level): 15%, a 9% decrease from baseline Tier 2 (one grade level below): 45% This remains the same compared to baseline Tier 3 (two of more grade levels below): 40%, a 9%</p>			<p>compared to baseline Tier 3 (two of more grade levels below): This remains the same compared to baseline</p> <p>African American: Tier 1 (on or above grade level): 1% increase from baseline Tier 2 (one grade level below): 2% increase from baseline Tier 3 (two of more grade levels below): 2% decrease from baseline.</p> <p>American Indian: Tier 1 (on or above grade level): 9% decrease from baseline Tier 2 (one grade level below): This remains the same compared to baseline Tier 3 (two of more grade levels below): 9%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>increase from baseline</p> <p>Asian: Tier 1 (on or above grade level): 14%, a 2% decrease from baseline Tier 2 (one grade level below): 40%, a 2% decrease from baseline Tier 3 (two of more grade levels below): 47%, a 5% increase from baseline</p> <p>White: Tier 1 (on or above grade level): 25%, a 1% decrease from baseline Tier 2 (one grade level below): 42%, This remains the same compared to baseline Tier 3 (two of more grade levels below): 33%, a 1% increase from baseline</p> <p>Hispanic: Tier 1 (on or above grade level): 16%,</p>			<p>increase from baseline</p> <p>Asian: Tier 1 (on or above grade level): 2% decrease from baseline Tier 2 (one grade level below): 2% decrease from baseline Tier 3 (two of more grade levels below): 5% increase from baseline</p> <p>White: Tier 1 (on or above grade level): decrease from baseline Tier 2 (one grade level below): This remains the same compared to baseline Tier 3 (two of more grade levels below): 1% increase from baseline</p> <p>Hispanic: Tier 1 (on or above grade level): 1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>a 1% decrease from baseline Tier 2 (one grade level below): 45%, a 2% increase from baseline Tier 3 (two of more grade levels below): 39%, a 1% decrease from baseline</p> <p>Foster Youth: Tier 1 (on or above grade level): 10%, a 7% decrease from baseline Tier 2 (one grade level below): 45%, a 13% increase from baseline Tier 3 (two of more grade levels below): 45%, a 2% increase from baseline</p> <p>Homeless: Tier 1 (on or above grade level): 8%, a 2% decrease from baseline Tier 2 (one grade level below): 38%, a 1% decrease from baseline</p>			<p>decrease from baseline Tier 2 (one grade level below): 2% increase from baseline Tier 3 (two of more grade levels below): 1% decrease from baseline</p> <p>Foster Youth: Tier 1 (on or above grade level): 7% decrease from baseline Tier 2 (one grade level below): 13% increase from baseline Tier 3 (two of more grade levels below): 2% increase from baseline</p> <p>Homeless: Tier 1 (on or above grade level): 2% decrease from baseline Tier 2 (one grade level below): a 1% decrease from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tier 3 (two of more grade levels below): 54%, a 6% increase from baseline			Tier 3 (two of more grade levels below): 6% increase from baseline
3.12	iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	<p>As of Diagnostic 2 (Feb 2024),</p> <p>58% of all students were "on track" to make "one year's growth."</p> <p>55% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>57% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p> <p>54% of African American students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>As of Diagnostic 2 (Feb 2025),</p> <p>55% of all students were "on track" to make "one year's growth."</p> <p>53% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3.</p> <p>60% of English learners are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.</p>		<p>By 26-27, there will be a 6% increase in the percent of all students "on track" to make "one year's growth" in math</p> <p>64% of all students will be "on track" to make "one year's growth."</p> <p>61% of all students with disabilities will be "on track" to make "one year's growth."</p> <p>65% of English learners will be on track to make "one year's growth" by diagnostic #3.</p> <p>63% of Socioeconomically Disadvantaged students will be on track to make "one year's</p>	<p>As of Diagnostic 2 (Feb 2025),</p> <p>All students: 3% decrease from baseline</p> <p>Students with Disabilities: 2% decrease from baseline</p> <p>English Learners: 2% increase from baseline</p> <p>Socioeconomically Disadvantaged: 2% decrease from baseline</p> <p>African American: 1% decrease from baseline</p> <p>American Indian: 9% decrease from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>62% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>62% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>59% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>70% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>59% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>	<p>53% of African American students are expected to reach "one year's growth" by diagnostic #3.</p> <p>53% of American Indian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>61% of Asian students are expected to reach "one year's growth" by diagnostic #3.</p> <p>56% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p>		<p>growth" by diagnostic #3.</p> <p>60% of African American students will be on track to make "one year's growth" by diagnostic #3.</p> <p>68% of American Indian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>68% of Asian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>65% of White students will be on track to make "one year's growth" by diagnostic #3.</p> <p>61% of Hispanic students will be on track to make "one year's growth" by diagnostic #3.</p> <p>76% of Foster students will be on</p>	<p>Asian: 1% decrease from baseline</p> <p>White: 3% decrease from baseline</p> <p>Hispanic: The remains the same compared to baseline</p> <p>Foster: 32% decrease from baseline</p> <p>Homeless: 23% decrease from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>38% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>36% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</p>		<p>track to make "one year's growth" by diagnostic #3.</p> <p>65% of Homeless students will be on track to make "one year's growth" by diagnostic #3.</p>	
3.13	California Accountability Dashboard: English Learner Progress Indicator	Based on the 2023 California Dashboard, 48.8% of English Learners progressed as least one ELPI Level. It declined 4.3% from the previous year. 1.6% of English Learners maintained an ELPI level of 4 and 47.5% of students increased in performance.	Based on the 2024 California Dashboard, 42.5% of English Learners progressed as least one ELPI Level. It declined 3.6% from the previous year (baseline). 1.1% (0.5% increase from baseline) of English Learners maintained an ELPI level of 4 and 44.1% (a 3.4% decrease from baseline) of students increased in performance.		<p>Based on the 2026 California Dashboard,</p> <p>54.8% of English Learners progressed as least one ELPI Level.</p> <p>53.5% of students increased in performance.</p>	<p>ELPI: 3.6% decrease from baseline</p> <p>English Learners maintaining a 4: 0.5% increase from baseline</p> <p>English Learners increase performance level: 3.4% decrease from baseline</p>
3.14	DataQuest: English Learner Data	Based on 2022/2023 Data Quest, there were	Based on 2023/2024 Data		Decrease LTEL percent by 2%.	English Learner population:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Learners that are LTELs	<p>6,014 English Learners in Cajon Valley, making up 34.3% of the student population.</p> <p>8.5% of the EL population were LTEL. This is a decrease of 0.2% from the previous year.</p> <p>21.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).</p>	<p>Quest, there were 6,186 English Learners in Cajon Valley, making up 34.5% of the student population. This is an increase of 0.02% from baseline.</p> <p>8.2% of the EL population were LTEL. This is a decrease of 0.3% from the previous year (baseline).</p> <p>21.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP). This remains the same compared to baseline.</p>		<p>6.5% or lower of our EL population will fall into the LTEL group.</p> <p>Increase % Reclassified Fluent English Proficient (RFEP) within the Ever-ELs population by 6%. 27.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).</p>	<p>Increase of 0.02% from baseline</p> <p>LTEL: Decrease of 0.3% from baseline</p> <p>Percent RFEP: The remains the same compared to baseline</p>
3.15	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (Priority 2)	<p>100% of EL students receive ELD instruction</p> <p>100% students are enrolled in core classes.</p> <p>100% of EL students are enrolled in core classes guaranteeing access to all CCSS.</p> <p>100% receive the required minutes for Physical Education</p>	<p>100% of EL students receive ELD instruction</p> <p>100% students are enrolled in core classes.</p> <p>100% of EL students are enrolled in core classes guaranteeing</p>		<p>Maintain Baseline: 100% of EL students receive ELD instruction</p> <p>100% students are enrolled in core classes.</p> <p>100% of EL students are enrolled in core classes</p>	<p>This remains the same compared to baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.	access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.		guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.	
3.16	Student Chromebook Distribution	100% of K-8 students receive a Chromebook to use at school and at home.	100% of K-8 students receive a Chromebook to use at school and at home. This remains the same compared to baseline.		Maintain Baseline: 100% of K-8 students receive a Chromebook to use at school and at home.	This remains the same compared to baseline.

## Goal Analysis [2024-25]

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.

In 2024–25, Cajon Valley Union School District advanced its efforts to ensure all students excel in reading, writing, listening, speaking, and mathematics through a comprehensive set of initiatives under Goal 3. As part of Goal 3, Action 1: Supplemental Curriculum, 100% of students had access to core digital tools like iReady, with on-demand training provided through Cajon 365. Site teams regularly reviewed student progress, promoting data-driven instruction. However, while access to these tools was universal, usage of platforms like ST Math and Khan Academy varied widely, and most professional learning occurred during optional academies, resulting in uneven participation and impact.

The district's literacy efforts under Goal 3, Action 2: Literacy Program saw significant success, with 190 educators enrolled in LETRS training and 84 trained in Orton-Gillingham. To support this work, the literacy team provided extensive site-based support, including 64 staff meetings, 179 grade-level planning sessions, 166 principal check-ins, and over 200 teacher coaching and classroom visits. Despite this progress, limited substitute availability and a reliance on out-of-contract time created equity concerns. All administrators participated in literacy professional learning communities, and 21 principals joined the LETRS for Administrators cohort, supporting site-level leadership development in early literacy.

Schools also had access to additional resources through Goal 3, Action 7: Site One-Time Literacy Funds, which enabled all sites to submit literacy plans aligned with their specific needs. However, by March 2025, 42% of these funds remained unallocated, partly due to the absence of a common curriculum, which limited the consistent application of learned strategies.

Early literacy assessment made significant progress under Goal 3, Action 4: Early Learning Assessment, with 90% of K–5 sites administering CORE Phonics and Phonemic Awareness assessments. ESGI was used to track year-over-year growth, and a district-wide K–2 assessment committee met regularly to strengthen assessment practices across schools.

Staff also benefited from targeted support through Goal 3, Actions 5 and 8: Classroom Instructional Supplies and Site Supplemental Concentration Funding, which provided flexibility to respond to personalized needs identified by School Site Councils. This site-level control over funding was positively received, with staff reporting a meaningful impact on student learning.

Reducing class sizes remained a priority under Goal 3, Action 9: Class Size Reduction, which provided additional staffing in TK–3 and special education, supporting smaller class sizes and stronger student-teacher relationships.

Psychologists also played a critical role in supporting student success under Goal 3, Action 10: Psychologists, with 35 professionals, including 12 bilingual psychologists, ensuring more accurate assessment of English Learners. However, recruitment and retention remain ongoing challenges, impacting the district's ability to meet all student needs.

The Multilingual Services team, through Goal 3, Action 11: EL Program Support, facilitated ongoing professional development, including GLAD training and newcomer teacher coaching. However, reliance on the San Diego County Office of Education (SDCOE) for GLAD offerings limited access for more teachers, presenting a barrier to broader program impact.

Technology support also remained a critical focus under Goal 3, Actions 12 and 13: Technology Support and Replacement, with the Technology Support Team completing 6,500 Chromebook replacements and responding to 24,106 tech support requests, ensuring students and staff had reliable technology for learning.

Improved site-level data use was supported through Goal 3, Action 14: Data and Growth, with 100% participation in the Data Analysis Protocol (DAP). However, challenges remain in synthesizing multiple data sources to create a comprehensive view of student progress.

Finally, the district provided extended learning opportunities under Goal 3, Action 15: Extended Learning Opportunities (ELO), supporting over 6,700 students, with over 700 receiving direct literacy intervention. Strong gains in student growth and engagement were reported, reflecting the impact of these targeted supports.

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.

Goal 3, Action 2: Literacy Improvement Plan, LETRS Training

Description: This funding supports staff release time, stipends, and resources for LETRS training as part of the district's multi-year literacy improvement plan. The primary focus is on building foundational literacy skills for educators, improving instructional quality, and enhancing student outcomes in reading and language development.

Explanation of Expenditure Differences:

This funding represents a two-year commitment, with costs expected to double in the second year as more staff participate in LETRS training and ongoing professional development. This phased approach allows for broader staff participation while managing financial sustainability, ensuring that educators have the skills needed to implement effective literacy instruction.

Goal 3, Action 6: Learning Management System (LMS) - eKadence and Seesaw

Description: The district provides access to learning management systems (LMS) such as eKadence and Seesaw to support instructional planning, student engagement, and assessment. These platforms are essential for managing digital learning environments, tracking student progress, and enhancing personalized learning.

Explanation of Expenditure Differences:

Currently, the LMS is being provided at no cost. However, this allocation will be required in future years as the district transitions to a paid model to maintain continuity and access for staff and students. This phased approach allows the district to gradually build staff capacity and ensure a smooth transition to a sustainable funding model.

Goal 3, Action 7: One-Time Literacy Funding

Description: One-time literacy funding was allocated to sites to address specific literacy needs based on student skill levels and developmental stages. This funding aimed to enhance literacy instruction through targeted resources, professional development, and classroom supports.

Explanation of Expenditure Differences:

Not all sites fully maximized the financial resources provided, as they are still in the process of identifying specific literacy needs based on their students' skills and age groups. As sites gain more clarity, utilization is expected to increase in subsequent years. This phased approach supports gradual implementation and allows for site-specific customization based on student learning needs.

Goal 3, Action 11: EL Learner Supports

Description: This funding was provided to enhance support for English Learners (EL) across school sites, focusing on interventions and instructional strategies to boost language acquisition and academic achievement. This support includes professional learning, targeted curriculum, and instructional coaching for teachers working with English Learners.

#### Explanation of Expenditure Differences:

Since this funding was newly introduced last year, some sites did not fully utilize their allocations due to unclear guidance in the budgeting sheets. In some cases, the funds were used to cover additional assessment-related expenses beyond the centrally provided resources for end-of-year testing. To improve future implementation, the district will enhance communication and provide targeted planning support to site administrators. This funding will also be incorporated into the comprehensive budget overview to promote clearer understanding and effective use. This phased rollout allows for a gradual expansion of support as staff become more familiar with the available resources and effective strategies for supporting English Learners.

#### Goal 3, Action 11: GLAD Training

Description: GLAD (Guided Language Acquisition Design) training provides professional development for educators to effectively support English Learners. This approach emphasizes academic language development and content mastery, preparing students for long-term academic success.

#### Explanation of Expenditure Differences:

GLAD training was successfully provided as planned across the district. Costs were covered by federal grant funding for the 2025-2026 school year. If this grant funding continues, the district plans to expand the number of training sessions to include more educators. This phased approach supports ongoing professional development while managing costs as more staff participate.

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

#### Supplemental Curriculum and Digital Learning Tools

Effectiveness: Partially Effective

Goal 3, Actions 1, 12, 13

iReady data indicates that 75 percent of students who consistently passed reading lessons showed 10 percent higher growth on diagnostic assessments. By Diagnostic 2, 60 percent of students were on track to meet typical growth in reading and 55 percent in math. These results confirm the effectiveness of high-use supplemental curriculum through Goal 3, Action 1. However, while digital access was fully maintained with 100 percent of K through 8 students having devices through Goal 3, Actions 12 and 13, math growth declined by 4 percent compared to the prior year. Programs like ST Math and Khan Academy showed limited impact due to inconsistent usage. According to Gallup Q12 data, 73 percent of staff agreed they had the materials they needed to do their jobs effectively, supporting the positive effect of technology access.

#### Literacy Program and Professional Learning

Effectiveness: Effective

Goal 3, Actions 2, 7

Goal 3's literacy investments significantly improved teacher practice and student outcomes. LETRS training raised teacher proficiency from 59 percent to over 91 percent in foundational reading content. First grade LETRS implementation resulted in a 5 percent increase in students reaching At or Above Grade Level and meeting typical growth. Second grade saw a 7 percent increase in typical growth and a 1 percent increase in students scoring At or Above. Orton Gillingham was particularly effective for English Learners and students with disabilities. Administrators in LETRS improved in instructional observation knowledge by nearly one point on a four-point scale. While Action 7 increased staff knowledge, its impact was limited due to the absence of a consistent supplemental curriculum.

### English Learner Program and Multilingual Supports

Effectiveness: Partially Effective

Goal 3, Actions 2, 10, 11

The English Learner Program saw progress in student outcomes. Action 11 contributed to higher reclassification rates, with 47 percent of RFEP students meeting or exceeding CAASPP standards. Additionally, 9.65 percent of English Learners reached Level 4 on the ELPAC. However, only 10 percent of English Learners are currently at grade level in reading on iReady, highlighting the need for more intensive academic supports. Newcomer support and multilingual resources under Action 2 were effective for recently arrived students, but long-term English Learners require continued development. Action 10 strengthened psychologists' ability to identify and respond to the specific learning needs of multilingual students.

### Class Size Reduction and Staffing Support

Effectiveness: Effective

Goal 3, Action 9

To reduce the achievement gap for unduplicated students, the district expanded staffing to reduce class sizes in transitional kindergarten through third grade and middle school. These actions increased personalized instruction and strengthened relationships. Data also show a consistent proportion of unduplicated students in Tier 3 beyond grade three, making early intervention crucial. Additional Special Day Class teachers were hired to provide targeted support, helping lay a stronger academic foundation in both English language arts and math.

### Extended Learning Opportunities

Effectiveness: Effective

Goal 3, Action 15

Students who participated in extended learning programs achieved stronger outcomes. Fifty three percent met typical growth in reading, compared to 45 percent of non participants. Camp Cajon attendees were 24 percent more likely to meet reading growth goals, showing the benefit of targeted after school and summer enrichment.

### Early Learning Assessment and Data Monitoring

Effectiveness: Effective and Partially Effective

Goal 3, Actions 4, 14

Early literacy assessments in grades K through 2 were consistently implemented using structured protocols. The expansion of dashboards and data visibility helped educators intervene earlier with at-risk students. However, some sites still need support in connecting data to instruction. More frequent monitoring and clearer progress review cycles are planned for 2025–26 to strengthen this work.

### Site-Level Autonomy and Supplemental Funding

Effectiveness: Effective

Goal 3, Actions 5, 8

Staff reported high satisfaction with the flexible resources provided through classroom instructional supplies and site supplemental funding. These site-directed funds allowed schools to respond to individual needs identified through School Site Council decisions. The ability to tailor resources resulted in timely and effective instructional support aligned to each site's focus.

## Targeted Interventions for Red Dashboard Groups

Effectiveness: Effective and Partially Effective

Goal 3, Actions 1,2,8,13,14

These actions address state requirements for districts identified with red indicators and will continue to be a priority in the 2025–26 LCAP to improve student outcomes in English language arts and math.

They are specifically designed to support student groups with the lowest academic performance as identified on the 2023 California School Dashboard.

Action 3.1 – Personalized Instruction and Targeted Interventions: Effective in small group settings for English Learners and low income students. Needs stronger math support for students significantly below grade level.

Action 3.2 – Professional Development for Foundational Skills: Increased teacher readiness. Effectiveness would be enhanced with greater personalization.

Action 3.2 – Newcomer and Multilingual Supports: Effective for new English Learners; ongoing support is needed for long-term development.

Action 3.8 – Site Based Supports for Career Development: Effective for student engagement, particularly among foster and homeless youth, but not always well integrated with academic instruction.

Action 3.13 – Technology and Resource Access: Provided strong digital access, but challenges remain for students without reliable home internet.

Action 3.14 – Progress Monitoring and Data Driven Instruction: Effective at identifying at-risk students; further improvement is needed in the frequency of data use and responsive intervention cycles.

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.

Based on year-long analysis, feedback, and reflections, several changes are planned for 2025–2026 to strengthen Goal 3 outcomes.

For Goal 3, Action 1: Supplemental Curriculum, the district will conduct an impact analysis of ST Math and Khan Academy to evaluate their alignment and effectiveness, addressing the inconsistent usage patterns identified this year. This review will inform decisions about future investments in supplemental digital tools to ensure they align with core instructional goals.

For Goal 3, Action 2: Literacy Program, the district plans to expand access to LETRS by increasing release time, providing more instructional coaching, and embedding connections to foundational curriculum resources for all TK-5 staff. Data from this year shows that sites with stronger curriculum alignment had more effective LETRS implementation, highlighting the need for consistent professional learning in district core curriculum. To support this, the district will pursue dedicated funding for ongoing core curriculum professional development and future adoption training. Additionally, one-time funding will be sought for all sites to purchase supplementary structured literacy materials, ensuring that core literacy resources can meet the diverse needs of all students.

As the new K-2 Reading Difficulties Screener is implemented next year, the district will provide release time for teachers to administer these one-on-one assessments, ensuring accurate data collection and effective intervention planning. LETRS for Administrators will remain

focused on word recognition in Year 2, providing principals and assistant principals with time to apply and deepen their knowledge. A new cohort of Assistant Principals will also begin LETRS training to expand site leadership capacity.

Additionally, there will be a district-wide effort to increase the time site administrators spend coaching and supporting teachers, particularly in ELA and math. This approach will focus on providing high-impact instructional feedback, reflecting the district's commitment to continuous improvement and ensuring every student receives high-quality instruction every day.

For Goal 3, Action 10: Psychologists, new professional learning opportunities will be provided to help psychologists better differentiate between language development and learning disabilities in English Learners, ensuring more accurate identification and support for these students.

In Goal 3, Action 11: EL Program Support, the district will certify four staff members as GLAD Trainers, allowing for in-house training and broader reach to teachers, reducing the current reliance on external providers and expanding access to this critical professional learning.

Recognizing the success of elementary Cognitively Guided Instruction (CGI) training, where participants outperformed the district average on iReady by 12%, the district will expand professional learning for middle school math staff in preparation for California's new mathematics framework. This effort will include creating professional learning cohorts focused on middle school math curriculum and standards implementation.

To address uneven implementation of Goal 3, Action 7: Site One-Time Literacy Funds, the district will use one-time funds to purchase K–2 supplemental phonics curriculum and 3–8 phonics intervention tools, ensuring consistency and coherence in foundational literacy instruction.

For Goal 3, Action 4: Early Learning Assessment, the district will continue efforts to streamline data from ESGI, iReady, and CORE into unified, teacher-friendly reports. Additionally, site-based program evaluation structures will be introduced, including annual and mid-year goal reviews, to ensure data is being used effectively to guide instruction. Sites will engage in ongoing data analysis around student learning outcomes in literacy during their Monday collaboration time, utilizing district Data Analysis Protocols in a combination of small group, whole group, and expert group formats.

As the Teachers Pay Teachers for Schools program sunsets, Goal 3, Action 5 will be updated to either offer a replacement platform or provide larger individual allocations for site and classroom supply budgets. These allocations will prioritize site-specific needs, including music, dance, art, and hands-on learning experiences, reflecting the district's commitment to a well-rounded education.

The Technology Support Team (Action 12) and Replacement Plan (Action 13) will continue to maintain equitable device access for all TK–12 students, including a refreshed loaner program and major infrastructure upgrades to improve digital learning environments.

Finally, for Goal 3, Action 15: Extended Learning Opportunities (ELO), the district is revising provider contracts based on student and family input. These updates aim to expand enrichment offerings and better align with community needs. Literacy training for ELO staff members will be prioritized, ensuring that after-school tutoring aligns with evidence-based intervention programs used during the school day, including Orton-Gillingham, LETRS, SIPPs, and Barton.

As required for LEAs with Red Dashboard indicators, the following specific actions are included in the 2025-26 LCAP to directly address the identified student groups with the lowest performance levels on the 2023 Dashboard.

**Action 3.8 - Site-Based Supports for Career Development**

Groups Served: Foster Youth, Homeless, American Indian

Changes Based on Analysis: Integrate career development with academic counseling and core curriculum to ensure career readiness is aligned with essential skills.

**Action 3.11-** As part of our LCAP requirements, a specific action has been added to support the needs of Long Term English Learners (LTELs). Professional development will focus on Guided Language Acquisition Design (GLAD) strategies, with an emphasis on supporting language acquisition for middle school students who may qualify as LTELs.

**Action 3.13 - Technology and Resource Access**

Groups Served: English Learners, Homeless, Foster Youth, American Indian

Changes Based on Analysis: Provide hotspots and digital literacy training to ensure equitable access to online resources.

**Action 3.14 - Progress Monitoring and Data-Driven Instruction**

Groups Served: English Learners, Homeless, Foster Youth, American Indian

Changes Based on Analysis: Increase the frequency of data reviews and integrate early warning systems to reduce learning gaps.

**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	Supplemental Curriculum	We are identifying personalized student resources to supplement the core curriculum, including diagnostics in English Language Arts (ELA) and mathematics. Additional learning resources, along with district-wide literacy coordination and coaching, to bridge achievement gaps for English Learners (EL), including Long Term English Learners, low-income students, foster youth, and students experiencing homelessness. These resources are primarily focused on boosting academic access for unduplicated count students. Additionally, we will incorporate handwriting supplemental programs for transitional kindergarten through kindergarten, and provide cursive writing support for upper grade levels.	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>		
<b>3.2</b>	Literacy Program	<p>The literacy program plan includes a Coordinator II, substitute teachers, program specialists, instructional resources, and coaches. It provides professional learning related to the science of reading and supports sites in selecting evidence-based literacy strategies tailored to their unique needs. Based on our dashboard needs, this action will support increasing English language arts performance district-wide as well as for our sites with red indicators. For additional information on low performance at the student group and school levels for English language arts, please see addendum A at the end of this document. While these literacy supports may be accessed by any student, they are primarily directed towards students represented in our unduplicated count.</p>	\$3,534,927.00	Yes
<b>3.3</b>	Library software & SDCOE Librarian oversight	<p>Library Media Technicians will utilize online software to manage the checkout and tracking of reading and other instructional materials for student use. These services are specifically designed to support students within our unduplicated population. Based on our dashboard needs, this action will support increasing English language arts performance district-wide, particularly at our sites with red indicators. For additional information on low performance at the student group and school levels for English language arts, please see addendum A at the end of this document. While this software is accessible to all students, it is primarily directed towards students represented in our unduplicated count.</p>	\$34,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	Early Learning Assessment	<p>Certified primary teachers will administer foundational reading assessments and instructional resources for Grades TK-2, which are aligned with the Common Core State Standards (CCSS). These resources are specifically designed to enhance reading readiness among low-income students and English Learners in the primary grades.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p>	\$80,295.00	Yes
<b>3.5</b>	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	<p>Feedback from certificated, administrative, and classified staff during their advisory meetings highlighted the need for additional classroom supplies. Supplemental classroom instructional supplies are crucial for supporting the education of students in the unduplicated count. By providing extra resources, such as additional manipulatives and materials for hands-on activities, we ensure that these students have the same educational opportunities as their peers. These services are primarily aimed at assisting students within our unduplicated population.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>	\$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Provide Learning Management System to support development eKadence and Seesaw	Diagnostic data has revealed that our duplicated students are advancing less effectively towards proficiency in standards compared to their peers. This data enables us to pinpoint individual student needs, facilitating the creation of personalized learning pathways. Utilizing a learning management system enhances our ability to tailor instruction to each student's current skills, while also capturing their strengths, interests, and progress in skills prioritized by the community. Certificated staff will develop individual learning plans using a technology platform that allows for the customization and clear communication of objectives, timelines, progress tracking, and digital tools to foster academic growth, primarily for students included in the unduplicated count. To meet diverse age and developmental needs, we will implement two distinct platforms, one for students in transitional kindergarten through third grade, and another for grades four through eight.	\$175,000.00	Yes
3.7	Site One Time Literacy Funds	<p>Each school site received an allocation of \$53.00 per student to improve student literacy through detailed, data-informed planning. Working alongside their Literacy Leadership teams, each site developed literacy plans that concentrate on leveraging current strengths and addressing areas of improvement as identified by data. These plans are centered on a unique site "literacy change idea", which includes strategies for evaluation and continuous monitoring to confirm their impact. These plans provide the foundation for growing literacy capacity at each site over the upcoming years, promoting a long-term and sustainable approach to improving literacy. Due to the detail and length of planning times, any unused funds from the 2023-2024 fiscal year may be used by the respective site for the following year, to ensure all funds are fully utilized to meet site literacy goals.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Site Supplemental Concentration Funding	<p>Analysis of iReady diagnostic scores from the 2023-2024 school year showed that a substantial number of students in our unduplicated count were categorized into tier 3 in both ELA and Math, failing to meet expected yearly growth. In response, funding will be provided for site actions intended to support college and career readiness for English Learners, including Long Term English Learners, low-income students, foster youth, and students experiencing homelessness will be implemented. Funding allocations at each site, which align with central Goals 1-4, will be internally monitored to ensure that spending is both appropriate and effective.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>	\$2,727,202.00	Yes
3.9	Class Size Reduction	<p>Our diagnostic data for ELA and Math indicates that the gap to achieving proficiency grows as students progress through grade levels. This gap is especially large among our unduplicated students. To address this, we will increase middle school certificated staffing to reduce class sizes, allowing for more personalized attention and teacher interaction to help close the achievement gap for English Learners and low-income students. Smaller class sizes allow teachers to use a variety of instructional strategies and develop stronger relationships with students in both content areas and advisory classes, as fewer students in a classroom lead to fewer distractions. Additionally, more Special Day Class teachers will be hired to increase support and improve academic outcomes for our unduplicated students who require extra instructional assistance. This initiative is aimed at students who may benefit significantly from extra support. In the early grades, our analysis shows that the proportion of students in tier 3 remains</p>	\$10,925,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>consistent past 3rd grade, highlighting the importance of early intervention and foundational reading. Particularly among our unduplicated students in grades TK-3, a significant percentage fall within tier 3. To address this, we will provide extra certificated staff in TK-3 to improve support and enhance academic results for EL and low-income students. This strategic improvement is designed to address critical needs at an early educational stage, setting the foundation for future academic success.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>		
<b>3.10</b>	Psychologists	Districtwide psychologists, including bilingual ones, will assess students' academic performance, mental health, and behavior. The insights gained from this data will guide teachers, parents, and peers in enhancing academic outcomes for English Language Learners.	\$1,303,585.00	Yes
<b>3.11</b>	EL Program Support	Specialists will provide additional instructional and administrative support for English Learner, BMAP, and Dual Language programs, focusing on English language development and curriculum, specifically through GLAD (Guided Language Acquisition Design) training. Professional learning will center on guided language acquisition strategies, specifically focusing on supporting language acquisition in middle school for students who are LTEL as well as teachers in grades 3-5 supporting the prevention of Long Term English Learners. This specifically supports integrated English Language Development, which is an area of need to best support our Long Term English Learners. Additionally, funds will be made available to support specific EL needs related to classroom resources.	\$690,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and school level for English language arts, please see addendum A at the end of this document.		
<b>3.12</b>	Technology Support Team	The Technology Support Team at Cajon Valley is designed to ensure equitable access to learning opportunities, particularly for students in the unduplicated count. This team includes six full-time Computer Support Technicians who support our 1:1 device initiative, ensuring every TK-8 student has a personal device. The Chief Technology Officer and Director of Information Technology manage the district's technology infrastructure, focusing on eliminating access barriers to instructional materials by maintaining device functionality. Computer Service Technicians handle ongoing device repairs and updates, ensuring consistent access for students throughout the school year. The Director of Information Systems leverages technology and data to enhance educational outcomes, facilitating the use of software systems that support data-driven decision-making. Additionally, a Software/Database Specialist offers a range of services including Help Desk, On-site Support, Network Services, and Software Training, specifically tailored for the needs of our unduplicated population. These coordinated technology services ensure that students from low-income, English Learner, foster youth, and homeless backgrounds receive the necessary support to succeed academically. This infrastructure not only supports individual learning but also equips teachers with the tools to address the specific challenges faced by these students.	\$1,521,000.00	Yes
<b>3.13</b>	Technology Replacement	As a 1:1 district, it is crucial that students, specifically those represented in our unduplicated count, have access to devices in order to have equitable access to learning opportunities. 100% of TK-8 students have access to a device. In order to ensure our unduplicated students do not have any barriers of access to instructional materials, The Chief Technology Officer will provide funding for the cyclical replacement of classroom technology to	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support students in achieving academic goals. The replacement plan Includes the replacement of computers, laptops, and printers.		
<b>3.14</b>	Data and Growth	According to our California Accountability Dashboard, Cajon Valley is facing challenges with numerous indicators and student groups classified in the "red" and "orange" categories. This has highlighted the necessity for deliberate data collection, analysis, and program evaluation using disaggregated data. Our Coordinator II- Data and Assessment team will establish a districtwide system that allows site staff and administrators to access and review disaggregated student data, assessments, and feedback from educational partners. This system will aid in making informed instructional decisions and improving student academic performance. This access to data and reports are specifically designed to assist students in the unduplicated count by implementing targeted improvement planning cycles involving both site and district administrators and staff.	\$364,456.00	Yes
<b>3.15</b>	Instruction and tutoring outside the school day and calendar. (ELO)	Certificated and classified staff will provide engaging summer learning and enrichment to positively impact both academic and social-emotional student development and growth. Afterschool tutoring will also be provided by certificated and classified staff for students represented in the unduplicated count during the 2023/2024 school year.	\$23,191,374.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard: ELA - SWD	Based on the 2023 California Dashboard, students with disabilities are in the orange category in the ELA academic indicator: 113.7 points below standard 3.4 point increase	Based on the 2024 California Dashboard, students with disabilities are in the red category in the ELA academic indicator: 115.4 points below standard Maintain -1.7 points from baseline		Based on the 2026 California Dashboard, students with disabilities are will increase at least 10 points in the ELA academic indicator.	-1.7 points from baseline
4.2	CAASPP - ELA - SWD	According to 2023 CAASPP, 15.75% of	According to 2024 CAASPP, 10.39%		Based on 2026 CAASPP, 20.75%	0.02% decrease from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students with disabilities met or exceeded standard in ELA.	of students with disabilities met or exceeded standard in ELA, a 0.02% decrease from baseline.		of students with disabilities will meet or exceed standard in ELA.	
4.3	ELPAC - Dually Identified	According to 2023 ELPAC scores, 6.96% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.	According to 2024 ELPAC scores, 6.66% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC, a 0.3% decrease from baseline.		Based on 2026 ELPAC, 10% of students who are dually identified (English Learner and Student with Disability) will be a level 4 on ELPAC or Level 3 on Alternate ELPAC.	0.3% decrease from baseline.
4.4	iReady - ELA - SWD Diagnostic #2 (On Track Typical Growth)	Based on the iReady reading diagnostic given in February 2024, 56% of students with disabilities are on track to typical growth for the 23/24 school year.	Based on the iReady reading diagnostic given in February 2025, 58% of students with disabilities are on track to typical growth for the 24/25 school year, a 2% decrease from baseline.		Based on the iReady reading diagnostic given in February 2027, 62% of students with disabilities will be on track to typical growth for the 23/24 school year.	2% decrease from baseline.
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 48% of students with disabilities met typical growth for the 22/23 school year.	Based on the iReady reading diagnostic given June 2024, 46% of students with disabilities met typical growth for		Based on the iReady reading diagnostic given June 2026, 54% of students with disabilities will meet typical	2% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 23/24 school year.		growth for the 25/26 school year.	
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	Based on the iReady reading diagnostic given in February 2024:  13% of students with disabilities are Tier 1 (at or above grade level) 27% of students with disabilities are Tier 2 (one grade level below) 61% of students with disabilities are Tier 3 (2 or more grade levels below)	Based on the iReady reading diagnostic given in February 2025:  13% of students with disabilities are Tier 1 (at or above grade level) This remains the same compared to baseline. 26% of students with disabilities are Tier 2 (one grade level below), a 1% decrease from baseline. 61% of students with disabilities are Tier 3 (2 or more grade levels below). This remains the same compared to baseline.		Based on the iReady reading diagnostic given in February 2027:  18% of students with disabilities will be at Tier 1 (at or above grade level)	Based on the iReady reading diagnostic given in February 2025:  Tier 1 (at or above grade level) This remains the same compared to baseline. Tier 2 (one grade level below), a 1% decrease from baseline.  Tier 3 (2 or more grade levels below). This remains the same compared to baseline.
4.7	Professional Learning Impact Survey % of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a	This is a new metric, and will be implemented in the 24-25 school year.	Due to professional learning limitations, we were unable to develop an implementation plan for the 24/25		50% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.		school year. An implementation plan was created for the 25/26 school year and includes a plan to release Ed Specialists for professional learning.		a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	
4.8	IEP Implementation (% of students receiving 90% or more of their services)	91.45% of students received 90% or more of their services delivered.	88% of students received 90% or more of their services delivered.		95% of students received 90% or more of their services delivered.	3.45% decrease from baseline.
4.10	Staff Professional Learning Completion	% of Ed Specialists have received at least one training in structure literacy intervention.	66% of Ed Specialists have received at least one training in structured literacy intervention. This will become baseline.		41.25% of Ed Specialists have received at least one training in structure literacy intervention.	This will become baseline.
4.11	Parent Involvement Field on IEPs (% of IEPs with Parent Involvement Field Complete as Yes)	97.3% of IEPs have the parent involvement field completed as yes.	95% of IEPs have the parent involvement completed as yes. This is a 2.3% decrease from baseline.		99% of IEPs have the parent involvement field completed as yes.	This is a 2.3% decrease from baseline.
4.12	Site Progress Report Plans	This is a new metric, and will be implemented in the 24-25 school year.	92% of sites have a structured consultation plan with assigned program specialist.		100% of schools will have a site specific progress report	This will become baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>This will become baseline.</p> <p>87% of students with IEPs received a progress report between 2/1/25 and 4/30/25. This will become baseline.</p>		communication plan.	

## Goal Analysis [2024-25]

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.

### Goal 4, Action 2: IEP Goal Alignment

Staff received training to better align IEP goals with assessment data, ensuring that instruction is more precisely tailored to individual student needs. This approach aimed to close the gap between identified needs and actual classroom support.

### Goal 4, Action 3: Service Delivery Models

Efforts to improve service delivery models included refining intervention structures, increasing collaboration between special education and general education staff, and integrating evidence-based practices to support student progress.

### Goal 4, Action 4: Access to Literacy Materials

The district worked to improve access to high-quality literacy materials for SWDs, ensuring that instructional resources align with students' unique learning needs.

### Goal 4, Action 5: Program Participation and Data Accuracy

Participation in structured literacy programs for SWDs remained high, with 94% of eligible students receiving targeted support. While this reflects a slight decline from 97% in the previous year, analysis indicates that the drop was primarily due to incomplete data entry rather than a true decrease in participation.

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

No differences in budgeted and estimated expenditures to report.

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

In 2024–2025, Cajon Valley Union School District implemented several actions to improve literacy outcomes for students with disabilities (SWDs) under LCAP Goal 4, with mixed effectiveness across key areas.

#### Goal 4, Action 1: Building Staff Knowledge and Skills

The district provided SIPPS and Barton training for Education Specialists and paraprofessionals serving students in grades K–8, along with coaching support to help staff match students with appropriate interventions. While many staff members successfully completed this training, some still need support in selecting the most effective program for individual struggling readers. Staff turnover and a lack of clearly defined expectations have made it challenging to train all Education Specialists, particularly when site-level release time is inconsistent. These factors have limited the district's ability to fully implement this action.

#### Goal 4, Action 2: Aligning IEP Goals with Appropriate Literacy Assessments

Progress in aligning IEP goals with appropriate literacy assessments has been inconsistent. In some cases, Education Specialists duplicated or substituted Tier 1 assessments in IEP development, rather than using the district's recommended assessment list. This inconsistency has led to uneven alignment between IEP goals and student needs. Challenges with staff turnover and unclear expectations have also contributed to limited participation in related trainings, reducing the overall effectiveness of this action.

#### Goal 4, Action 3: Improving Service Structures

Efforts to improve service structures showed mixed results in 2024–25. While some schools have made progress in providing access to general education classrooms for SWDs, others have struggled, particularly for students with social-emotional, behavioral, and intellectual disabilities. Inconsistent scheduling practices continue to impact SWDs' ability to receive both high-quality first instruction in general education and specialized reading interventions. However, a significant area of growth was the successful expansion of uninterrupted Barton reading interventions for students transitioning from elementary to middle school, with 30 students maintaining support through this transition.

#### Goal 4, Action 4: Providing Access to Literacy Supports

The district's efforts to provide literacy supports were somewhat effective. SIPPS and Barton materials were allocated to sites, and a standard materials package was established for Mild/Mod, TK, ESN, and Early Childhood programs. However, the ordering process has created delays in teacher and student access to these resources. Additionally, while progress has been made for students with SLD and dyslexia, there remains a need for more effective tools for students with extensive support needs and those in other disability categories.

#### Goal 4, Action 5: Family Engagement

Family engagement showed a slight decline, with parent survey data indicating a drop from 97% to 94% of parents responding "yes" to the question, "As a means of improving services and results for your child, did the school facilitate parent involvement?" Upon further analysis, it was determined that only five parents actively selected "no," while 138 responses were left blank, likely due to incomplete data entry by case

managers rather than a true drop in engagement. While the overall response rate remains high, this highlights a need for more consistent data collection and continued efforts to engage families meaningfully.

In summary, while progress has been made in several areas, the district recognizes the need for clearer expectations, improved training and material access, and more consistent data collection to fully realize the goals set forth in Goal 4.

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 ongoing reflection and analysis during the 2024–2025 school year, Cajon Valley Union School District will make several adjustments to LCAP Goal 4 and its related actions to improve outcomes for students with disabilities (SWDs) in 2025–2026.

#### Goal 4, Action 1: Staff Knowledge and Skills

To improve the effectiveness of intervention programs, Special Education will establish a clear instructional pathway that defines the expected progression from Orton-Gillingham (OG) to SIPPS to Barton. This structured approach will ensure that staff have a clear understanding of how to select and implement the most appropriate interventions for each student. Recognizing the need for better literacy tools for students with more complex needs and those with disabilities beyond dyslexia, the district will identify and provide access to additional resources tailored to these student populations. To ensure consistent training, CVUSD will provide mandatory intervention trainings for all Education Specialists, using substitute release time during contracted hours and scheduled follow-up coaching. Additionally, site administrators will receive tools and guidance to support regular monitoring and accountability for intervention implementation.

#### Goal 4, Action 2: Aligned IEP Goals

To strengthen the alignment between assessment data and IEP goals, the district will develop a rubric to guide this process. Beginning in 2025–26, Special Education will offer mandatory training, supported by substitute coverage, on the administration of the district's identified literacy assessments and best practices for using the new rubric to develop high-quality, data-aligned IEP goals and objectives. This will ensure that all Education Specialists have the skills needed to create meaningful, data-driven goals that reflect each student's unique learning profile.

#### Goal 4, Action 3: Site Service Structures

To improve service delivery, Special Education will collaborate with the district's Literacy Team to establish a shared language and system for supporting student access to Tier 1 instruction and reading interventions. A key focus for 2025–26 will be providing skilled personnel and setting clear expectations for supporting Transitional Kindergarten (TK) and Kindergarten SWDs within general education settings, ensuring these students have access to developmentally appropriate learning environments. This alignment will help bridge the gap between special education and general education services, promoting more inclusive practices.

#### Goal 4, Action 4: Literacy Supports

The district will improve its literacy support systems by establishing a clear, efficient process for ordering and tracking intervention materials, ensuring timely access for staff and students while maintaining fiscal responsibility. To address challenges related to staff turnover, the district will also strengthen onboarding processes, providing clear guidance on accessing and using intervention materials.

### Goal 4, Action 5: Family Engagement

In response to LCAP committee feedback and analysis of SEIS data, the district will take a more individualized approach to family engagement. Rather than relying solely on large-scale events, Special Education will embed parent outreach within existing structures such as IEP meetings, evaluations, and conferences. This approach will provide more personalized support and ensure parents receive consistent, relevant information about district programs and strategies to reinforce literacy at home. Additionally, a training module will be developed to support case managers in accurately completing the Parent Involvement field in SEIS, ensuring that family engagement data is reliably captured.

**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	Understanding student literacy skills	Understanding student literacy skills. - Staff serving students with disabilities will report improved confidence or maintain high confidence in supporting student literacy needs. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.	\$0.00	No
4.2	Aligned Goals	IEP Goals will be written based on student needs identified through assessment data and based on evidence based learning progression/Science of Reading. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Site Service Structures	<p>School sites will provide flexible structures for intervention services and alignment that prioritizes access to tier 1 instruction.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>	\$0.00	No
4.4	Literacy Supports	<p>Staff that services students with disabilities will have access to specialized literacy materials and technology to support students with disabilities.</p> <p>Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>	\$0.00	No
4.5	Family Engagement	<p>School sites will enhance student family and community involvement to understand and support student progress in literacy.</p> <p>Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p>	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Create supportive, student-centered learning environments that foster academic growth, social-emotional development, and meaningful student engagement, with a focus on personalized learning, targeted interventions, and staff development.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Empower Academy, CVUSD Home School, Johnson Elementary, and Chase Avenue School have been identified for Equity Multiplier funding based on 2023–2024 data. These schools exceeded the threshold for both socioeconomically disadvantaged students (>70%) and non-stability rates (>25%). California School Dashboard data highlights significant academic and attendance gaps among English Learners, Hispanic students, and Students with Disabilities at these sites.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 60% of all students were “on track” to make “one year’s growth.	As of Diagnostic 2 (Feb 2025), 60% of all students were “on track” to make “one year’s growth. The remains the same compared to baseline.		70% of all students were “on track” to make “one year’s growth.	We maintained baseline.

## Goal Analysis [2024-25]

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.

Empower has focused on integrating social-emotional learning (SEL) with academic support through a combination of programs and approaches (Goal 5, Action1). Key strategies included Child-Centered Play Therapy through the Play Strong Institute (Action ), which helped students build emotional regulation and social skills critical for classroom success. 549 Sports (Action ) was also implemented to teach growth mindset, teamwork, conflict resolution, and resilience. The use of Nearpod (Action ) further enhanced engagement by providing interactive, personalized learning experiences that support differentiated instruction and real-time feedback. These combined approaches have allowed Empower to address both the academic and social-emotional needs of students, creating a more supportive approach to learning.

DLA/Homeschool focused the 2024/2025 school year on building a strong foundation for targeted intervention, including gathering baseline student data, collecting educational partner feedback, and hiring qualified staff. This preparation included identifying priority areas for intervention, aligning resources, and planning for the full rollout of literacy and support programs in 2025/2026. Additionally, a community liaison was hired to strengthen family engagement and support parents in reinforcing literacy skills at home (Goal 5, Action 3).

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.

Empower's expenditures are aligned with budgeted amounts, with funds primarily allocated toward professional development for mental health clinicians, training for play therapy, sports programming, and instructional technology like Nearpod. The ongoing costs of maintaining high-quality SEL programs have also been identified as a potential challenge for long-term sustainability (Goal 5, Action1).

DLA/Homeschool's budget largely focused on staff recruitment and training, as well as the development of data systems for progress monitoring. While most budgeted funds were appropriately allocated, some delays in hiring and training led to underspending in these areas. This underspending is expected to be addressed as the program fully launches in 2025/2026, when more consistent staffing and program structures are in place (Goal 5, Action 3).

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

Empower's integrated approach to SEL and academic support has been effective in improving student engagement, as evidenced by increased student participation in sports activities and positive feedback from play therapy sessions. The use of interactive tools like Nearpod has also proven effective in capturing student interest and supporting personalized learning. The full impact of these programs on long term academic outcomes is still being assessed, as consistent data collection and analysis are needed to validate initial successes reported (Goal 5, Action1).

DLA/Homeschool, while still in the planning stages for full implementation in 2025/2026, has made progress in building the foundational structures needed for effective intervention. Initial data collection has highlighted the need for targeted support in foundational literacy skills, and the program’s effectiveness will depend on successful rollout and the ability to effectively monitor student progress using iReady and other diagnostic tools (Goal 5, Actions 1-3).

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.

Based on early feedback and results, Empower plans to increase its focus on building teacher capacity around SEL (Goal 5, Action1), including more structured professional development for implementing play therapy strategies and sports-based social skills training. The program will also explore additional tools to enhance student engagement and track SEL outcomes more effectively. In addition, the overall goal has been updated to expand and encompass the broader priorities of the four sites that now qualify for Equity Multiplier funding in 2024/2025. This includes an increased focus on integrating mental health supports, targeted literacy interventions, and social-emotional learning across all sites, providing a more comprehensive approach to student success. The actions associated with these goals have also been updated and expanded to reflect the overall range of services now included in the Equity Multiplier funding plan, providing alignment across all four sites. (Goal 5, Actions 1-4)

DLA/Homeschool plan to implement a data tracking and assessment process to better measure student progress in the 2025/2026 school year. This includes refining intervention goals to address specific literacy deficits, increasing collaboration between intervention staff and general education teachers to increase personalization, providing more meaningful and targeted support (Goal 5, Actions1- 3).

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

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Student Engagement/Social Emotional Support	<p>Provide professional development for mental health clinicians and additional counseling support to enhance student social-emotional skills, engagement, and overall well-being.</p> <p>Implement structured physical activity, social skills programs, and creative arts to build resilience, conflict resolution, teamwork, self-regulation, and positive self-esteem, encouraging students to try new things, take risks, and fully engage in learning.</p>	\$388,133.00	No

Action #	Title	Description	Total Funds	Contributing
<b>5.2</b>	Literacy and Academic Interventions	Implement targeted intervention programs for students performing below grade level, focusing on foundational skills, vocabulary, comprehension, and reading fluency, with ongoing professional development for teachers to strengthen foundational instruction and improve student outcomes.	\$230,670.00	No
<b>5.3</b>	Personalized Learning	Use interactive, differentiated learning tools and instructional technology to increase student engagement and support a wide range of learning needs, while providing professional learning for teachers to effectively use these tools.  Hire specialized staff to release grade-level teams for regular collaboration, data review, and professional learning, ensuring consistent, high-quality instruction aligned with student needs.	\$522,318.00	No
<b>5.4</b>	Progress Monitoring and Midyear Review	Use disaggregated data from i-Ready, CAASPP, and local data to monitor progress. Adjust actions and supports as needed based on site-level reviews and input from staff and families.	\$0.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$52,852,199	\$6,173,860

## 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
32.061%	0.000%	\$0.00	32.061%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> TEDx</p> <p><b>Need:</b> Based on the results from our 2023-2024 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students.</p> <p><b>Scope:</b></p>	Based on the results from our 2023-2024 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students. This is especially evident in our English Learner population, including students who are Long Term English Learners. To address this, certificated leads specializing in Presentation Literacy will offer programs designed to help students articulate their ideas clearly, concisely, and confidently. This initiative is intended to enhance communication skills, which are essential	Priority 6 Survey (Metric 1.2), Presentation of Knowledge and Ideas K-5 Effort Score, ELPAC Listening and Speaking (Metric 1.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	for nurturing better social relationships, enhancing academic performance, and preparing students for professional environments. As part of this effort, we will increase the frequency of feedback that specifically target listening and speaking skills, providing students with regular feedback to help them recognize their strengths and pinpoint areas for improvement. This targeted action is primarily aimed at supporting unduplicated students and is expected to significantly enhance or improve services for this group. Given that 76% of our student enrollment qualifies as unduplicated pupils, our district has prioritized a districtwide approach in offering speaking and listening experiences to ensure equitable resource allocation and to support these specific students.	
1.2	<p><b>Action:</b> Recreational Equipment Replacement</p> <p><b>Need:</b> Staff feedback regarding equipment use and need for replacement</p> <p><b>Scope:</b> LEA-wide</p>	This funding will enable sites to sustain and enhance outdoor activities for students on campus. By providing the necessary resources for students represented in our unduplicated population, we can ensure that our outdoor programs remain engaging and educational. The high percentage of unduplicated pupils, at 76%, necessitates a comprehensive, districtwide funding for equipment to address the diverse needs of our student population effectively and uniformly.	LCFF Priority Survey, Broad Course of Study (Metric 1.4)
1.3	<p><b>Action:</b> Career Development Experiences</p> <p><b>Need:</b> Based on a high level of feedback on the need for more educational experiences outside of the classroom with an intentional focus on real world connections to classwork. Students identified in our UPP benefit from career</p>	Every student identified in our UPP will experience at least one career based field trip each year	100% students will have access to at least one enhanced career development learning experience outside their classroom (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>experiences to inspire and help them explore various professions. These experiences enable students to understand the skills needed for different jobs, make informed decisions about their future careers, and see the real-world applications of their academic work. With 76% of our students identified as unduplicated pupils, implementing districtwide career development opportunities allows us to leverage resources efficiently and provide consistent programs and services across all schools.</p> <p><b>Scope:</b> LEA-wide</p>		
1.4	<p><b>Action:</b> Transportation Operations Assistant</p> <p><b>Need:</b> Based on a high level of feedback on the need for more educational experiences outside of the classroom with an intentional focus on real world connections to classwork. An assistant was necessary to support coordinating the increase in school site trip. Our district's UPP stands at 76%, indicating a significant portion of our students require additional coordination support to participate in these off campus opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Operations Assistant will oversee the efficient and equitable processing of site requests and focus on increasing access to off-campus career-based opportunities with a focus of providing this service for students identified in our unduplicated count. They will address and resolve coordination and transportation challenges that may hinder student participation. By facilitating these opportunities, the Operations Assistant will help students build stronger connections between their current education and future careers, thereby enhancing class engagement and improving attendance.</p>	<p>100% students will have access to at least one enhanced career development learning experience outside their classroom (Metric 1.3)</p>

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

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	<p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>unduplicated count based on academic data. This need has been identified through our Dashboard Data for English Language Arts (ELA) and Mathematics.</p>	<p>Offerings related to Goals 1-4 (Metric 1.7)</p>
<p><b>2.2</b></p>	<p><b>Action:</b> Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Grants Engagement Supervisor will be responsible for developing, staffing, and managing programs that support family engagement, leadership development, and the forging of partnerships with local organizations. Engaging families and community members in the educational process not only boosts academic performance but also enhances safety support. These initiatives are aimed at improving both academic and social-emotional outcomes for English Learners and low-income students. Additionally, the Director of English Learner and Family and Community Engagement (FACE) will oversee the coordination of bilingual programs and the curriculum for English Learners. This includes the development, implementation, and monitoring of student growth data to boost academic achievements for language learners. The director will also seek grant funding to secure additional resources for English Learner students and their families. The significant UPP of 76% in our district requires a districtwide grants support to ensure that all schools receive resources needed to help unduplicated pupils succeed academically and socially.</p>	<p>Local Indicator: Parent and Family Engagement (Priority 3), (Metric 2.6), Parent Gallup (Metric 2.14), Parent Involvement Opportunities. (Metric 2.11), Parent Engagement Reflection Tool (Metric 2.7)</p>

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<p><b>2.3</b></p>	<p><b>Action:</b> Engagement Surveys</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By continuing to analyze engagement among students, staff, and parents, we can strategically enhance academic involvement to improve student outcomes. Given that the districtwide average UPP is 76%, adopting a districtwide engagement plan ensures that feedback is received and strategies are implemented that benefits all UPP students districtwide, promoting increased support for achievement.</p>	<p>Gallup Survey- Parent (Metric 2.14), Student , and Staff (Metric 2.13)</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Community Liaisons</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Over 70 percent of our students are represented as part of our UPP Family, and Community Liaisons will enhance family and community involvement in student learning. They will provide guidance on supporting students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during and after school hours, offering access to district support and programs. With rising enrollment and a significant increase in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family welcome center available daily to assist families. With 76% of our students classified as unduplicated pupils, districtwide outreach provides a unified framework to address common challenges and enhance educational outcomes for this substantial portion of our student population.</p>	<p>Local Indicator: Parent and Family Engagement (Priority 3) (Metric 2.6), Parent Gallup (Metric 2.14), Parent Involvement Opportunities (Metric 2.11), Parent Engagement Reflection Tool (Metric 2.7)</p>
<p><b>2.5</b></p>	<p><b>Action:</b> Recruit and maintain high quality staffing supporting students</p>	<p>We provide this service to increase student engagement, specifically for those represented in our unduplicated count, because engagement is</p>	<p>Williams Audit: Highly Qualified Teachers (Metric 2.5)</p>

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	<p><b>Need:</b> Personnel interviews have identified barriers in applicants applying for jobs due to the cost of prerequisite requirements such as fingerprinting and post-hiring requirements like CPR certification. Applicants are reluctant to pay out of pocket. Given that 76% of our student enrollment qualifies as unduplicated pupils, our district has prioritized the hiring of high quality staffing to ensure equitable resource allocation and to support these specific students districtwide.</p> <p><b>Scope:</b> LEA-wide</p>	<p>critical for academic success and overall well-being. Removing financial barriers that deter applicants from pursuing job opportunities meets these needs by ensuring that we can hire and retain qualified staff who can directly impact student engagement. By covering costs for prerequisites such as fingerprinting and post-hiring requirements like CPR certification, we attract a larger pool of qualified candidates who might otherwise be unable to afford these expenses. This ensures that financial constraints do not limit our ability to hire talented individuals. A strong, well-supported workforce is essential for creating a positive and engaging learning environment, which is particularly beneficial for students in our unduplicated count who may need additional support and resources. Ultimately, this approach strengthens our workforce and enhances our ability to provide high-quality educational services, leading to improved student engagement and success.</p>	
2.6	<p><b>Action:</b> Site Administrative Support</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension. The high percentage of unduplicated pupils, at 76%, necessitates a comprehensive, districtwide approach for site support to address the diverse needs of our student population effectively and uniformly.</p>	<p>Adding an assistant principal will enhance support and supervision for students identified within the unduplicated count by providing more targeted attention and resources. This increased administrative capacity allows for a focused effort on improving student connectedness, engagement, attendance, and academic outcomes. The need for this additional support is represented in our California Dashboard Data suspension and attendance. By adding an assistant principal, we can offer more personalized and direct oversight to our unduplicated students, addressing their specific needs more effectively. This role will enable the school to implement tailored interventions and support strategies,</p>	Suspension & Chronic Absenteeism (Metric 2.3)

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	<p><b>Scope:</b> LEA-wide</p>	<p>leading to better student engagement and improved attendance. Moreover, the assistant principal can help foster a more inclusive and supportive school environment, which is crucial for students who might face additional challenges. This dedicated support will ultimately contribute to higher academic achievement and overall success for our unduplicated student population.</p>	
<p><b>2.7</b></p>	<p><b>Action:</b> Facilities Improvement</p> <p><b>Need:</b> Meeting all requirements of the Facilities Inspection Tool (FIT) in a Williams audit is essential to ensure that school facilities are safe, clean, ensuring that students have access to an appropriate learning environment.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Ongoing funding will enable the maintenance and operations department to consistently address and repair physical needs at school sites. By ensuring facilities are well-maintained and secure, this initiative supports a conducive learning environment for all students, particularly those in our unduplicated population, thereby enhancing their educational performance and outcomes. With 76% of our students identified as unduplicated pupils, implementing a districtwide process for to maintain facilities allows resources to be efficiently and provide safe learning environments for all UPP students.</p>	<p>FIT - Williams Audit (Metric 2.5), Priority 6 Survey (Metric 2.4)</p>
<p><b>2.8</b></p>	<p><b>Action:</b> Custodial and Grounds</p> <p><b>Need:</b> Based on 2022-2023 staff feedback, additional grounds and custodial services were needed at sites due to the increase in student participation in after-school programs. The frequency of cleaning needed to be increased to accommodate this higher usage.</p> <p><b>Scope:</b></p>	<p>To address the increased needs from higher student participation in after-school programs, custodial service will be increased to every other day, and we will add 2 roving day custodians and 2 roving night custodians. Grounds services will be increased by 3.8 FTE, and 2 custodial leads will be added for night-time crews. Our district's UPP stands at 76%, indicating a significant portion of our students accessing districtwide sites. The funding to maintain and clean sites districtwide provides our UPP with the appropriate environment to support learning.</p>	<p>FIT - Williams Audit (Metric 2.5), Priority 6 Survey (Metric 2.4)</p>

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	LEA-wide		
2.9	<p><b>Action:</b> Office Support</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated population were categorized as chronically absent.</p> <p><b>Scope:</b> LEA-wide</p>	Front office staff will positively support students and families with enrollment and daily attendance. Recognizing that 76% of our enrollment comprises unduplicated pupils, districtwide front office support is essential to create a cohesive strategy that addresses the attendance and needs of these students uniformly.	Chronic absenteeism (Metric 2.3)
2.10	<p><b>Action:</b> Visitor Management System</p> <p><b>Need:</b> All visitors to a campus must be screened. A visitor management system is needed to efficiently screen adults requesting to enter a school campus to ensure the safety and security of students and staff. It helps verify the identity of visitors, track who is on campus, and prevent unauthorized individuals from gaining access.</p> <p><b>Scope:</b> LEA-wide</p>	This proactive approach significantly increases student safety on campus. To effectively support the 76% of our student body that qualifies as unduplicated pupils, a districtwide approach to site safety and site entrance protocols are necessary to provide a positive and safe learning environment.	Priority 6 Survey (Metric 2.4), Parent and Staff Safety Metrics (Metric 2.15)
2.11	<p><b>Action:</b> Bus Safety Systems</p> <p><b>Need:</b></p>	Investing in bus technologies during school transportation enhances student safety. These systems provide real-time tracking of bus locations, ensuring that school administrators and parents are always informed, which is crucial in	Priority 6 Survey (Metric 2.4), Parent and Staff Safety Metrics (Metric 2.15)

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	<p>An increased number of students require transportation as part of the educational program, along with more off-campus career-related experiences.</p> <p><b>Scope:</b> LEA-wide</p>	<p>emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust. Additionally, monitoring bus routes and student boarding details helps maintain accountability and ensures students board and alight at the correct stops, further safeguarding their travel to and from school. These technologies are vital investments for improving operational efficiency and student safety. A districtwide transportation plan is implemented because 76% of our students are unduplicated pupils, allowing these students to have safe transport to and from school.</p>	
<p><b>2.12</b></p>	<p><b>Action:</b> District Safety and Security</p> <p><b>Need:</b> Middle school suspension rates</p> <p><b>Scope:</b> LEA-wide</p>	<p>The safety and security team support students represented in our UPP by preventing accidents, injuries, and violence on and near our campuses. They are prepared to quickly to emergencies, monitor the campuses, and maintain health and safety standards. These actions create a secure environment, allowing students to focus on their learning. The significant UPP of 76% in our district requires a districtwide safety and security plan to ensure that all schools receive the safety support needed to help unduplicated pupils succeed.</p>	<p>Priority 6 Survey (Metric 2.4), Parent and Staff Safety Metrics (Metric 2.15)</p>
<p><b>2.13</b></p>	<p><b>Action:</b> Campus Aides</p> <p><b>Need:</b> Feedback from principals on need for additional support during unstructured time, specifically lower fradews with expanding TK</p> <p><b>Scope:</b></p>	<p>By actively monitoring key areas and interacting with students, they help prevent problems and ensure a safe environment. Their presence, intervention in conflicts, and familiarity with emergency procedures contribute to maintaining order. Given that the districtwide average UPP is 76%, creating ratios for campus aides ensures that sites have the appropriate resources needed to supervise students identified in our UPP population and increases conditions for safety.</p>	<p>Suspension Rates (Metric 2.1) , Parent and Staff Safety Metrics (Metric 2.15)</p>

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	LEA-wide		
2.14	<p><b>Action:</b> Safety Equipment</p> <p><b>Need:</b> Suspension rates and local safety issues</p> <p><b>Scope:</b> LEA-wide</p>	<p>Safety equipment is essential to protect individuals from harm and prevent accidents. There is an ongoing need to assess, maintain, and enhance safety support systems to minimize risks and uphold safety standards. Implementing systems such as radios, cameras, and secure entry systems will increase student safety. With 76% of our students classified as unduplicated pupils, a districtwide access to safety measures provides a unified plan to address common security site challenges and promote a safe environment for this substantial portion of our student population.</p>	<p>Priority 6 Survey (Metric 2.4), Parent and Staff Safety Metrics (Metric 2.15)</p>
2.15	<p><b>Action:</b> Pool Safety- Lifeguard</p> <p><b>Need:</b> Site and staff feedback indicated the need for increased safety in our water related activities and pool based programs.</p> <p><b>Scope:</b></p>	<p>Hiring an additional lifeguard will increase student safety in water-related programs by providing extra supervision, reducing the risk of accidents, and ensuring a quicker response to emergencies. Given that 76% of our student enrollment qualifies as unduplicated pupils and 40% of our UPP students participate in our summer programs, the district has prioritized a lifeguard to provide additional supervision at the pool located at Montgomery Middle School to ensure equitable supports for these specific students.</p>	<p>Priority 6 Survey Priority (Metric 2.4)</p>
2.16	<p><b>Action:</b> Counseling Program</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p>	<p>The high percentage of unduplicated pupils, at 76%, requires a comprehensive, districtwide approach to counseling supports to address the diverse needs of our student population effectively and uniformly. Site and central counselors will enhance support opportunities for unduplicated students by focusing on academic achievement, career development, and social-emotional support. They will provide grade-level guidance lessons</p>	<p>Priority 6 Survey (Metric 2.4)</p>

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	<p><b>Scope:</b> LEA-wide</p>	<p>based on behavioral needs at the site and offer small group support.</p>	
<p><b>2.17</b></p>	<p><b>Action:</b> Homeless/Foster Liaison Support (Title I)</p> <p><b>Need:</b> Increasing number of homeless and foster youth identified annually.</p> <p><b>Scope:</b></p>	<p>This staffing will provide services and resources for students experiencing homelessness and unique barriers to academic success. By offering basic school supplies and essential services, students experiencing homelessness will have greater opportunities for academic and social-emotional growth. This support is provided districtwide to ensure that any student whose family has completed a transitional residency affidavit will have access to resources, regardless of their school site.</p>	<p>Chronic Absenteeism-Homeless/Foster. (Metric 2.3)</p>
<p><b>2.18</b></p>	<p><b>Action:</b> Additional Concentration Grant</p> <p><b>Need:</b> This funding is being provided at specific school sites with UPP counts of 55% or more to address lagging yearly growth rates among UPP students in English Language Arts (ELA) and math, while also addressing the increasing issues of chronic absenteeism and suspension rates.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Additional funding will be allocated to sites with a UPP exceeding 55% to enhance the outcomes of students represented within this group.</p>	<p>Site selected actions, plans, and/or staffing will be monitored to annually determine effectiveness. Suspension and Climate/Culture Metrics (2.1 &amp; 2.4)</p>
<p><b>3.1</b></p>	<p><b>Action:</b> Supplemental Curriculum</p> <p><b>Need:</b></p>	<p>Supplemental curriculums provide the flexibility needed to deliver individualized instruction and interventions for struggling students. Those performing below expected growth may require specialized teaching strategies, additional support,</p>	<p>iReady Metrics (Metrics 3.5 &amp; 3.9), CAASPP Metrics. (Metrics 3.7 &amp; 3.11)</p>

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	<p>Core curriculums cannot meet the needs of all students, especially those performing below expected growth each year, because they are designed to address the general needs of the average student</p> <p><b>Scope:</b> LEA-wide</p>	<p>and targeted interventions to address their unique learning gaps and challenges. With our district's UPP at 76%, a significant portion of our students benefit from these additional instructional resources.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> Literacy Program</p> <p><b>Need:</b> The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p><b>Scope:</b> LEA-wide</p>	<p>As teachers deepen their understanding of the science of reading, they will be able to implement strategies tailored to individual student needs. This knowledge will enable them to provide targeted instruction, addressing each student's unique challenges and strengths in reading. With the districtwide average UPP at 76% and CASSPP data categorized in orange, adopting a districtwide literacy plan ensures that resources are allocated to benefit all UPP students, promoting increased support for their achievement.</p>	<p>iReady Metrics (Metrics 3.5 &amp; 3.9), CAASPP Metrics. (Metrics 3.7 &amp; 3.11)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Library software &amp; SDCOE Librarian oversight</p> <p><b>Need:</b> Access to reading and instructional materials.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Library Media Technicians will offer reading materials tailored to students' literacy levels and interests. To effectively support the 76% of our student body that qualifies as unduplicated pupils, districtwide access to library and instructional materials is necessary to provide equitable access to resources and opportunities. This service helps students represented in the unduplicated count by addressing the specific literacy needs highlighted in the California Dashboard's ELA scores. By providing customized reading materials, Library Media Technicians can engage students more effectively, improving their reading skills and</p>	<p>iReady Metrics (Metrics 3.5 &amp; 3.9), CAASPP Metrics. (Metrics 3.7 &amp; 3.11)</p>

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		fostering a love for learning. Equitable access to these resources ensures that all students, regardless of their background, have the tools they need to succeed academically. This targeted support is essential for closing the achievement gap and enhancing overall educational outcomes for our unduplicated students.	
3.4	<p><b>Action:</b> Early Learning Assessment</p> <p><b>Need:</b> The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p><b>Scope:</b> LEA-wide</p>	A districtwide early literacy program is implemented because 76% of our students are unduplicated pupils, allowing us to focus on identifying literacy gaps and addressing them. These assessments identify students' literacy levels and needs, enabling targeted instruction that supports each student's reading development.	iReady Metrics (Metrics 3.5 & 3.9)
3.5	<p><b>Action:</b> Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs</p> <p><b>Need:</b> The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p><b>Scope:</b> LEA-wide</p>	By providing extra resources, such as additional manipulatives and materials for hands-on activities, we aim to improve literacy rates for students in our unduplicated count, as evidenced by current ELA scores in the California Dashboard. These supports and supplies ensure that these students have the same educational opportunities as their peers, enabling more effective and engaging learning experiences. These services are primarily focused on assisting students within our unduplicated population. With a significant unduplicated pupil percentage (UPP) of 76% in our district, it is essential to allocate these classroom resources district-wide. This approach supports unduplicated pupils both academically and	iReady Metrics (Metrics 3.5 & 3.9), CAASPP Metrics. (Metrics 3.7 & 3.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		socially, helping to close the achievement gap and enhance their overall educational outcomes. By addressing the specific needs of these students, we can foster a more equitable learning environment and boost literacy rates across the district.	
3.6	<p><b>Action:</b> Provide Learning Management System to support development eKadence and Seesaw</p> <p><b>Need:</b> The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p><b>Scope:</b> LEA-wide</p>	The technology platform will enable the customization and clear communication of objectives, timelines, progress tracking, and digital tools to foster academic growth, especially for students in the unduplicated count. With the districtwide average UPP at 76%, adopting a districtwide access to a learning management system benefit all UPP students, promoting increased support for their academic achievement.	iReady Metrics (Metrics 3.5 & 3.9), CAASPP Metrics. (Metrics 3.7 & 3.11)
3.7	<p><b>Action:</b> Site One Time Literacy Funds</p> <p><b>Need:</b> The 2023-2024 school year data shows a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics.</p> <p><b>Scope:</b> LEA-wide</p>	Funding for these resources will enable each site to develop a "literacy change idea." These plans will serve as the foundation for enhancing literacy capacity at each site in the coming years, promoting a long-term and sustainable approach to improving literacy. With 76% of our student enrollment qualifying as unduplicated pupils, our district has prioritized a districtwide approach to literacy to ensure equitable resource allocation and support for these specific students.	iReady Metrics (Metrics 3.5 & 3.9), CAASPP Metrics. (Metrics 3.7 & 3.11)
3.8	<p><b>Action:</b> Site Supplemental Concentration Funding</p>	This funding will support site actions focused on promoting college and career readiness for	iReady Metrics (Metrics 3.5 & 3.9), CAASPP

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	<p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>English Learners, including Long Term English Learners, low-income students, foster youth, and students experiencing homelessness. Each site's funding allocations will align with central Goals 1-4. As 76% of our district is represented by UPP students, this districtwide initiative ensures that each site provides specific resources for these students.</p>	<p>Metrics. (Metrics 3.7 &amp; 3.11)</p>
<p><b>3.9</b></p>	<p><b>Action:</b> Class Size Reduction</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This initiative, offered district wide as our UPP count is over 75%, targets students who can benefit significantly from additional support. We will provide extra certificated staff in TK-3 to improve support and enhance academic results for English Learners and low-income students. This strategic improvement is designed to address critical needs at an early educational stage, laying the foundation for future academic success.</p>	<p>iReady Metrics (Metrics 3.5 &amp; 3.9), CAASPP Metrics. (Metrics 3.7 &amp; 3.11)</p>
<p><b>3.10</b></p>	<p><b>Action:</b> Psychologists</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA)</p>	<p>School psychologists can significantly support students identified in the UPP by providing targeted services, conducting assessments to identify learning and behavioral needs, and developing individualized intervention plans. They can also offer guidance in addressing the academic, emotional, and social needs of UPP students, promoting their overall well-being and academic success. With our district's UPP at 76%,</p>	<p>iReady Metrics (Metrics 3.5 &amp; 3.9), CAASPP Metrics. (Metrics 3.7 &amp; 3.11)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b> LEA-wide</p>	<p>a significant portion of our students may benefit from additional academic assessment and support.</p>	
<p><b>3.11</b></p>	<p><b>Action:</b> EL Program Support</p> <p><b>Need:</b> EL CAASPP Data</p> <p><b>Scope:</b> LEA-wide</p>	<p>Specialists will provide additional instructional and administrative support for English Learner (EL), BTAP, and Dual Language programs, focusing on English language development and curriculum through GLAD (Guided Language Acquisition Design) training. This professional learning will emphasize guided language acquisition strategies, equipping teachers with the tools needed to enhance EL instruction. This professional learning also supports integrated English Language Development, which is an area of need to best support our Long Term English Learners. Additionally, funds will be allocated to support specific EL needs related to classroom resources, ensuring that English learners receive the targeted support necessary to succeed academically. These services and supports are offered districtwide as ELs make up at least 45 percent of our UPP.</p>	<p>ELPI (Metric 3.13), Metric 3.14) EL iReady Metrics (Metrics 3.5 &amp; 3.9), CAASPP Metrics. (Metrics 3.7 &amp; 3.11)</p>
<p><b>3.12</b></p>	<p><b>Action:</b> Technology Support Team</p> <p><b>Need:</b> All students need access to technology, but not all UPP students can afford their own computers. The district is committed to a 1:1 student-to-device ratio and requires a centralized technology team to coordinate technology services. This ensures that</p>	<p>Coordinated technology services ensure that students from low-income backgrounds, English Learners, foster youth, and homeless students receive the essential support needed for academic success. This infrastructure not only enhances individual learning but also provides teachers with the tools to address the unique challenges these students face. These technology services and supports are offered districtwide, as our UPP</p>	<p>Student Chromebook Distribution Metric 3.16)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students from low-income backgrounds, English Learners, foster youth, and homeless students receive the essential support needed for academic success. This infrastructure not only enhances individual learning but also provides teachers with the tools to address the unique challenges these students face.</p> <p><b>Scope:</b> LEA-wide</p>	<p>represents three-quarters of our student population.</p>	
<p><b>3.13</b></p>	<p><b>Action:</b> Technology Replacement</p> <p><b>Need:</b> In a 1:1 school district, technology replacement funds are necessary for repairing, maintaining, and replacing district-wide technology.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This replacement plan includes updating computers, laptops, and printers to ensure reliable and up-to-date technology. By regularly maintaining and replacing these devices, the district guarantees that all students have equal access to the necessary resources for their education, supporting consistent and uninterrupted learning experiences. These resources are provided districtwide to meet the needs of our UPP, which comprises 76% of our student population.</p>	<p>Student Chromebook Distribution Metric 3.16)</p>
<p><b>3.14</b></p>	<p><b>Action:</b> Data and Growth</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p>	<p>The data and assessment team will establish a districtwide system that enables site staff and administrators to access and review disaggregated student data and assessments. This system will support informed instructional decisions and improve student academic performance, particularly for the 76% of students represented in our unduplicated population. It is specifically designed to assist these students by facilitating targeted improvement planning cycles involving both site and district administrators and staff.</p>	<p>iReady Metrics (Metrics 3.5 &amp; 3.9), CAASPP Metrics. (Metrics 3.7 &amp; 3.11)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>3.15</b>	<p><b>Action:</b> Instruction and tutoring outside the school day and calendar. (ELO)</p> <p><b>Need:</b> In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension.</p> <p><b>Scope:</b></p>	<p>These actions, being offered districtwide, address the specific needs of the 76% of students in our unduplicated population by providing continuous academic support and enrichment opportunities. This ensures they have the resources and guidance necessary for academic success. Students in this group are given priority registration to ensure they can access these supports and enrichment programs.</p>	ELOP Program Enrollment , iReady Metrics (Metrics 3.5 & 3.9)

### **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
<b>2.1</b>	<p><b>Action:</b> Translation Services</p> <p><b>Need:</b> With rising districtwide enrollment, including 1,500 new students this year, and 40 percent of incoming students being English learners who speak 30 different languages, UPP</p>	<p>With rising districtwide enrollment, including 1,500 new students this year, and 40 percent of incoming students being English learners who speak 30 different languages, UPP students and families need translation services.</p>	Local Indicator: Parent and Family Engagement (Priority 3), Parent Gallup, Parent Involvement Opportunities

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

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

NA

### Additional Concentration Grant Funding

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

Schools with an unduplicated pupil percentage (UPP) exceeding 55% are eligible for additional funding to support their students. This funding can be used to hire either an extra certificated full-time equivalent (FTE) or a classified FTE, based on their specific enrollment needs and goals (1, 2, & 3). All schools are currently at or above 55% UPP and receive allocations for certificated or classified FTE providing direct services to students.

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	N/A	32:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	25:1

# 2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$164,849,049	\$52,852,199	32.061%	0.000%	32.061%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$52,874,573.00	\$24,332,495.00	\$0.00	\$284,514.00	\$77,491,582.00	\$58,240,388.00	\$19,251,194.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	TEDx	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$66,273.00	\$133,727.00	\$200,000.00				\$200,000.00	
1	1.2	Recreational Equipment Replacement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$158,570.00	\$158,570.00				\$158,570.00	
1	1.3	Career Development Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$289,610.00	\$289,610.00				\$289,610.00	
1	1.4	Transportation Operations Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$96,785.00	\$0.00	\$96,785.00				\$96,785.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$5,258,521.00	\$0.00	\$5,258,521.00				\$5,258,521.00	
1	1.6	Professional Learning Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$285,658.00	\$0.00	\$285,658.00				\$285,658.00	
1	1.7	Content Area Professional Learning Cohorts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$93,498.00	\$56,502.00	\$150,000.00				\$150,000.00	
2	2.1	Translation Services	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	2024-2027	\$566,759.00	\$0.00	\$566,759.00				\$566,759.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$284,200.00	\$0.00	\$284,200.00				\$284,200.00	
2	2.3	Engagement Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$67,106.00	\$67,106.00				\$67,106.00	
2	2.4	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$865,472.00	\$0.00	\$865,472.00				\$865,472.00	
2	2.5	Recruit and maintain high quality staffing supporting students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$115,000.00	\$115,000.00				\$115,000.00	
2	2.6	Site Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,541,445.00	\$0.00	\$1,541,445.00				\$1,541,445.00	
2	2.7	Facilities Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$3,000,000.00	\$3,000,000.00				\$3,000,000.00	
2	2.8	Custodial and Grounds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,018,981.00	\$0.00	\$2,018,981.00				\$2,018,981.00	
2	2.9	Office Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$691,773.00	\$37,016.00	\$728,789.00				\$728,789.00	
2	2.10	Visitor Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$18,480.00	\$18,480.00				\$18,480.00	
2	2.11	Bus Safety Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$52,309.00	\$52,309.00				\$52,309.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	District Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,521,807.00	\$0.00	\$1,521,807.00				\$1,521,807.00	
2	2.13	Campus Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,332,290.00	\$0.00	\$1,332,290.00				\$1,332,290.00	
2	2.14	Safety Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.15	Pool Safety- Lifeguard	All	No			All Schools Specific Schools: Montgomery Middle School	2024-2027	\$60,000.00	\$0.00				\$60,000.00	\$60,000.00	
2	2.16	Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$4,016,889.00	\$0.00	\$4,016,889.00				\$4,016,889.00	
2	2.17	Homeless/Foster Liaison Support (Title I)	Homeless, Foster	No			All Schools	2024-2027	\$169,718.00	\$54,796.00				\$224,514.00	\$224,514.00	
2	2.18	Additional Concentration Grant	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Schools over 55% UPP	2024-2027	\$7,253,713.00	\$0.00	\$7,253,713.00				\$7,253,713.00	
3	3.1	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$1,000,000.00	\$1,000,000.00				\$1,000,000.00	
3	3.2	Literacy Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,584,927.00	\$950,000.00	\$3,534,927.00				\$3,534,927.00	
3	3.3	Library software & SDCOE Librarian oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$34,752.00	\$34,752.00				\$34,752.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Early Learning Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2	2024-2027	\$0.00	\$80,295.00	\$80,295.00				\$80,295.00	
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$320,000.00	\$320,000.00				\$320,000.00	
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
3	3.7	Site One Time Literacy Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.8	Site Supplemental Concentration Funding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$2,727,202.00	\$2,727,202.00				\$2,727,202.00	
3	3.9	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$10,925,511.00	\$0.00	\$10,925,511.00				\$10,925,511.00	
3	3.10	Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,303,585.00	\$0.00	\$1,303,585.00				\$1,303,585.00	
3	3.11	EL Program Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	\$460,461.00	\$230,000.00	\$690,461.00				\$690,461.00	
3	3.12	Technology Support Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,521,000.00	\$0.00	\$1,521,000.00				\$1,521,000.00	
3	3.13	Technology Replacement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
3	3.14	Data and Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$364,456.00	\$0.00	\$364,456.00				\$364,456.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.15	Instruction and tutoring outside the school day and calendar. (ELO)	All	No			All Schools	2024-2027	\$13,893,005.00	\$9,298,369.00		\$23,191,374.00			\$23,191,374.00	
4	4.1	Understanding student literacy skills	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Aligned Goals	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Site Service Structures	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Literacy Supports	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Family Engagement	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Student Engagement/Social Emotional Support	All	No			All Schools Specific Schools: Johnson & Empower	2024-2027	\$351,903.00	\$36,230.00		\$388,133.00			\$388,133.00	
5	5.2	Literacy and Academic Interventions	All	No			Specific Schools: CVUSD Home School, Empower, & Chase		\$225,670.00	\$5,000.00		\$230,670.00			\$230,670.00	
5	5.3	Personalized Learning	All	No			Specific Schools: Johnson, CVUSD Home School, Empower, & Chase		\$486,088.00	\$36,230.00		\$522,318.00			\$522,318.00	
5	5.4	Progress Monitoring and Midyear Review	All	No			All Schools Specific Schools: Johnson, CVUSD Home School, Empower, &		\$0.00	\$0.00		\$0.00			\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Chase									

# 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
\$164,849,049	\$52,852,199	32.061%	0.000%	32.061%	\$52,874,573.00	0.000%	32.075 %	<b>Total:</b>	\$52,874,573.00
								<b>LEA-wide Total:</b>	\$45,054,101.00
								<b>Limited Total:</b>	\$566,759.00
								<b>Schoolwide Total:</b>	\$7,253,713.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	TEDx	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.2	Recreational Equipment Replacement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,570.00	
1	1.3	Career Development Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$289,610.00	
1	1.4	Transportation Operations Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,785.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,258,521.00	
1	1.6	Professional Learning Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,658.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Content Area Professional Learning Cohorts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.1	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$566,759.00	
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,200.00	
2	2.3	Engagement Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,106.00	
2	2.4	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$865,472.00	
2	2.5	Recruit and maintain high quality staffing supporting students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
2	2.6	Site Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,541,445.00	
2	2.7	Facilities Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
2	2.8	Custodial and Grounds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,018,981.00	
2	2.9	Office Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$728,789.00	
2	2.10	Visitor Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,480.00	
2	2.11	Bus Safety Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,309.00	
2	2.12	District Safety and Security	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,521,807.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.13	Campus Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,332,290.00	
2	2.14	Safety Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.16	Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,016,889.00	
2	2.18	Additional Concentration Grant	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools over 55% UPP	\$7,253,713.00	
3	3.1	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
3	3.2	Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,534,927.00	
3	3.3	Library software & SDCOE Librarian oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,752.00	
3	3.4	Early Learning Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2	\$80,295.00	
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,000.00	
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
3	3.7	Site One Time Literacy Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.8	Site Supplemental Concentration Funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,727,202.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,925,511.00	
3	3.10	Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,303,585.00	
3	3.11	EL Program Support	Yes	LEA-wide	English Learners	All Schools	\$690,461.00	
3	3.12	Technology Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,521,000.00	
3	3.13	Technology Replacement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
3	3.14	Data and Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$364,456.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$63,655,378.00	\$76,210,114.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	TEDx	Yes	\$200,000	\$200,000
1	1.2	Recreational Equipment Replacement	Yes	\$156,010	\$156,010
1	1.3	Career Development Experiences	Yes	\$324,015	\$300,000
1	1.4	Transportation Operations Assistant	Yes	\$89,700	\$95,355
1	1.5	Professional Development	Yes	\$5,180,808	\$5,180,808
1	1.6	Professional Learning Coordinator	Yes	\$185,000	\$188,500
1	1.7	Content Area Professional Learning Cohorts	Yes	\$150,000	\$38,000
2	2.1	Translation Services	Yes	\$800,000	\$558,383
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Yes	\$265,835	\$280,000
2	2.3	Engagement Surveys	Yes	\$50,066	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Community Liaisons	Yes	\$649,298	\$653,281
2	2.5	Recruit and maintain high quality staffing supporting students	Yes	\$115,000	\$107,523
2	2.6	Site Administrative Support	Yes	\$1,634,315	\$1,415,510
2	2.7	Facilities Improvement	Yes	\$3,000,000	\$3,862,000
2	2.8	Custodial and Grounds	Yes	\$2,176,986	\$1,950,000
2	2.9	Office Support	Yes	\$774,000	\$727,611
2	2.10	Visitor Management System	Yes	\$17,500	\$18,480
2	2.11	Bus Safety Systems	Yes	\$40,374	\$52,309
2	2.12	District Safety and Security	Yes	\$1,111,400	\$1,203,400
2	2.13	Campus Aides	Yes	\$1,000,000	\$1,148,071
2	2.14	Safety Equipment	Yes	\$300,000	\$2,046,813
2	2.15	Pool Safety- Lifeguard	Yes	\$60,000	\$0
2	2.16	Counseling Program	Yes	\$3,793,210	\$3,867,286
2	2.17	Homeless/Foster Liaison Support (Title I)	No	\$183,229	\$208,882

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.18	Additional Concentration Grant	Yes	\$5,134,103	\$5,713,526
3	3.1	Supplemental Curriculum	Yes	\$1,000,000	\$975,000
3	3.2	Literacy Program	Yes	\$2,675,000	\$3,531,753
3	3.3	Library software & SDCOE Librarian oversight	Yes	\$25,870	\$34,752
3	3.4	Early Learning Assessment	Yes	\$80,295	\$80,295
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	Yes	\$273,071	\$310,920
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	Yes	\$175,000	\$56,350
3	3.7	Site One Time Literacy Funds	Yes	\$300,000	\$415,579
3	3.8	Site Supplemental Concentration Funding	Yes	\$2,583,922	\$2,820,080
3	3.9	Class Size Reduction	Yes	\$10,683,696	\$10,778,019
3	3.10	Psychologists	Yes	\$1,300,000	\$1,285,000
3	3.11	EL Program Support	Yes	\$383,500	\$397,300
3	3.12	Technology Support Team	Yes	\$1,487,526	\$1,400,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Technology Replacement	Yes	\$300,000	\$300,000
3	3.14	Data and Growth	Yes	\$315,000	\$350,000
3	3.15	Instruction and tutoring outside the school day and calendar. (ELO)	No	\$14,681,649	\$23,164,374
4	4.1	Understanding student literacy skills	No	\$0.00	\$0
4	4.2	Aligned Goals	No	\$0.00	\$0
4	4.3	Site Service Structures	No	\$0.00	\$0
4	4.4	Literacy Supports	No	\$0.00	\$0
4	4.5	Family Engagement	No	\$0.00	\$0
5	5.1	Literacy Supports	No	\$0.00	\$338,944

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$52,767,657	\$48,790,500.00	\$52,768,388.00	(\$3,977,888.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	TEDx	Yes	\$200,000.00	\$200,000		
1	1.2	Recreational Equipment Replacement	Yes	\$156,010.00	\$156,010		
1	1.3	Career Development Experiences	Yes	\$324,015.00	\$300,000		
1	1.4	Transportation Operations Assistant	Yes	\$89,700.00	\$95,355		
1	1.5	Professional Development	Yes	\$5,180,808.00	\$5,180,808		
1	1.6	Professional Learning Coordinator	Yes	\$185,000.00	\$188,500		
1	1.7	Content Area Professional Learning Cohorts	Yes	\$150,000.00	\$38,000		
2	2.1	Translation Services	Yes	\$800,000.00	\$558,383		
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Yes	\$265,835.00	\$280,000		
2	2.3	Engagement Surveys	Yes	\$50,066.00	\$0		
2	2.4	Community Liaisons	Yes	\$649,298.00	\$653,281		
2	2.5	Recruit and maintain high quality staffing supporting students	Yes	\$115,000.00	\$107,523		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Site Administrative Support	Yes	\$1,634,315.00	\$1,415,510		
2	2.7	Facilities Improvement	Yes	\$3,000,000.00	\$3,862,000		
2	2.8	Custodial and Grounds	Yes	\$2,176,986.00	\$1,950,000		
2	2.9	Office Support	Yes	\$774,000.00	\$727,611		
2	2.10	Visitor Management System	Yes	\$17,500.00	\$18,480		
2	2.11	Bus Safety Systems	Yes	\$40,374.00	\$52,309		
2	2.12	District Safety and Security	Yes	\$1,111,400.00	\$1,203,400		
2	2.13	Campus Aides	Yes	\$1,000,000.00	\$1,148,071		
2	2.14	Safety Equipment	Yes	\$300,000.00	\$2,046,813		
2	2.15	Pool Safety- Lifeguard	Yes	\$60,000.00	\$0		
2	2.16	Counseling Program	Yes	\$3,793,210.00	\$3,867,286		
2	2.18	Additional Concentration Grant	Yes	\$5,134,103.00	\$5,984,000		
3	3.1	Supplemental Curriculum	Yes	\$1,000,000.00	\$975,000		
3	3.2	Literacy Program	Yes	\$2,675,000.00	\$3,531,753		
3	3.3	Library software & SDCOE Librarian oversight	Yes	\$25,870.00	\$34,752		
3	3.4	Early Learning Assessment	Yes	\$80,295.00	\$80,295		
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	Yes	\$273,071.00	\$310,920		
3	3.6	Provide Learning Management System to support	Yes	\$175,000.00	\$56,350		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		development eKadence and Seesaw					
3	3.7	Site One Time Literacy Funds	Yes	\$300,000.00	\$415,579		
3	3.8	Site Supplemental Concentration Funding	Yes	\$2,583,922.00	\$2,820,080		
3	3.9	Class Size Reduction	Yes	\$10,683,696.00	\$10,778,019		
3	3.10	Psychologists	Yes	\$1,300,000.00	\$1,285,000		
3	3.11	EL Program Support	Yes	\$383,500.00	\$397,300		
3	3.12	Technology Support Team	Yes	\$1,487,526.00	\$1,400,000		
3	3.13	Technology Replacement	Yes	\$300,000.00	\$300,000		
3	3.14	Data and Growth	Yes	\$315,000.00	\$350,000		

# 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)
\$161,091,173	\$52,767,657	0%	32.756%	\$52,768,388.00	0.000%	32.757%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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

### *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 #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### 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:

- 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).

California Department of Education  
November 2024

# Cajon Valley Union School District Required Actions Chronic Absenteeism

LEARN MORE

## Chronic Absenteeism

All Students

State



Yellow

31% chronically absent

Declined 3.1% ⬇️

### EQUITY REPORT

Number of Student Groups in Each Level



Red

American Indian

## Cajon Valley Schools with Red for Specific Student Groups:

Avocado Elementary: AA, MR

Blossom Valley Elementary:

HI, SED, SWD, WH

Bostonia Global: WH

Cajon Valley Home: SWD

Cajon Valley Middle: AA, EL,

HI, MR, SED, SWD, WH

Chase Elementary: AA, AS

Crest Outdoor Immersion:

MR, SED, SWD, WH

Flying Hills School of the Arts:

AA, HI, SED

Fuerte Elementary: EL, HI

Greenfield Middle: MR

Hillsdale Middle: AA, EL, HI,

SWD

Johnson Elementary: HOM

Lexington Elementary: MR,

WH

Los Coches Creek Middle:

EL, HI, SED

Magnolia Elementary: AS,

SWD

Meridian Elementary: WH

Montgomery Middle: HI

Naranca Elementary: SWD

Rancho San Diego

Elementary: MR, SED, WH

Rios Elementary: EL, HI, WH

Vista Grande Elementary: HI

AA = African American

AI = American Indian

AS = Asian

EL = English Learner

FOS = Foster Youth

HI = Hispanic

HOM = Homeless

MR = Two or More Races

PI = Pacific Islander

SED = Socioeconomically

Disadvantaged

SWD = Students with Disabilities

WH = White

## Cajon Valley Schools with Red for All Students:

Blossom Valley

Cajon Valley Middle

Crest Outdoor Immersion

Flying Hills School of the Arts

Los Coches Creek Middle

Rios Elementary



# Cajon Valley Union School District Required Actions Suspension Rate

## LEARN MORE Suspension Rate

All Students

State



Red

5.2% suspended at least  
one day

Increased 2.3% ⬆

### EQUITY REPORT

Number of Student Groups in Each  
Level



Red

African American

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

White

## Cajon Valley Schools with Red for Specific Student Groups:

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

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

## Cajon Valley Schools with Red for All Students:

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



# Cajon Valley Union School District Required Actions English Language Arts

LEARN MORE

## English Language Arts

All Students

State



Orange

46.4 points below  
standard

Declined 7.4 Points ⬇️

### EQUITY REPORT

Number of Student Groups in Each

Level



Red

English Learners

Foster Youth

Homeless

Eligibility for  
Differentiated Assistance:  
[English Learners]

## Cajon Valley Schools with Red for Specific Student Groups:

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

Avocado Elementary: EL, SWD

Blossom Valley Elementary: SWD

Bostonia Global: EL, SWD

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

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

EJE Elementary Academy

Charter: EL

EJE Middle Academy: EL

Flying Hills School of the Arts: EL

Greenfield Middle: AA, EL, HI, SED

Hillsdale Middle: SWD

Johnson Elementary: EL, HI, SED, SWD

Lexington Elementary: EL, WH

Madison Avenue Elementary: EL

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

Meridian Elementary: EL

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

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

W.D. Hall Elementary: EL, SED

AA = African American

AI = American Indian

AS = Asian

EL = English Learner

FOS = Foster Youth

HI = Hispanic

HOM = Homeless

MR = Two or More Races

PI = Pacific Islander

SED = Socioeconomically Disadvantaged

SWD = Students with Disabilities

WH = White

## Cajon Valley Schools with Red for All Students:

Anza Elementary

Cajon Valley Middle School

Chase Avenue Elementary

Greenfield Middle

Johnson Elementary

Magnolia Elementary

Montgomery Middle

Naranca Elementary



# Cajon Valley Union School District Required Actions Mathematics

## LEARN MORE Mathematics

All Students

State



Orange

74.5 points below  
standard

Maintained -1.7 Points

### EQUITY REPORT

Number of Student Groups in Each  
Level



Red

African American

English Learners

Foster Youth

Homeless

Eligibility for  
Differentiated Assistance:  
[English Learners]

## Cajon Valley Schools with Red for Specific Student Groups:

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

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

## Cajon Valley Schools with Red for All Students:

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



# Cajon Valley Union School District Required Actions English Learner Progress

## English Learner Progress

All Students

State



Orange

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

**Declined 4.3% ⬇️**

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

## Cajon Valley Schools with Red for English Learners

Avocado Elementary: EL

Bostonia Global: EL

Kidinnu Academy: EL

Magnolia Elementary: EL

Rancho San Diego Elementary: EL

W. D. Hall Elementary: EL



# Cajon Valley Union School District Required Actions Chronic Absenteeism

## Cajon Valley Schools with Red for Specific Student Groups:

### LEARN MORE Chronic Absenteeism

All Students

State



Yellow

27.3% chronically absent

Declined 3.7% ⬇️

#### EQUITY REPORT

Number of Student Groups in Each Color



Red

American Indian

Asian

Foster Youth

Long-Term English Learners

- Anza Elementary - AS, EL, WH
- Avocado Elementary -EL
- Cajon Valley Home School -EL, WH
- Cajon Valley Middle School - LTEL
- Chase Avenue Elementary -EL
- Crest Elementary -MR
- Fuerte -EL
- Greenfield Middle School -AA
- Johnson Elementary -AS
- Lexington Elementary - AA, SWD
- Los Coches Creek Middle School -MR, SWD, WH
- Madison Avenue Elementary -AA, EL, HOM
- Montgomery Middle School -AS, EL, LTEL, SED, WH
- Narance Elementary -AS
- Rancho San Diego Elementary -EL
- Rios Elementary -SWD
- Vista Grande Elementary -EL
- W.D. Hall Elementary -MR, WH

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

## Cajon Valley Schools with Red for All Students:

- Madison Avenue Elementary
- Montgomery Middle School



Eligibility for  
Differentiated Assistance:  
[American Indian, Asian]

# Cajon Valley Union School District Required Actions Suspension Rate

## LEARN MORE Suspension Rate

All Students State



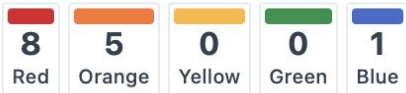
Orange

6% suspended at least one day

Increased 0.8% ↗

### EQUITY REPORT

Number of Student Groups in Each Color



Red

African American

American Indian

English Learners

Long-Term English Learners

Pacific Islander

Socioeconomically

Disadvantaged

Students with Disabilities

White

## Cajon Valley Schools with Red for Specific Student Groups:

- Anza Elementary -AA, EL, HI, SED, WH
- Avocado Elementary -EL, MR, SWD, WH
- Bostonia Global -AA, EL, HI, LTEL, SED, SWD, WH
- Cajon Valley Middle School -LTEL, SWD
- Chase Avenue Elementary -SWD
- Flying Hills School of Arts -AA, HI, MR, SED, SWD, WH
- Fuerte Elementary -SED, SWD, WH
- Greenfield Middle School -AA
- Hillsdale Middle School AA, EL, LTEL, SWD
- Johnson Elementary -AA, EL, HI, HOM, SED, WH
- Los Coches Creek Middle School -EL, HI, SED, SWD
- Madison Avenue Elementary -AA, SED, SWD, WH
- Montgomery Middle School -EL, LTEL, SED, WH
- Naranca Elementary -AA, EL, SED, WH
- Rios Elementary -SED, SWD, WH
- WD Hall Elementary -AA

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

## Cajon Valley Schools with Red for All Students:

- Los Coches Creek Middle School
- Naranca Elementary
- Bostonia Global
- Rios Elementary
- Anza Elementary
- Avocado Elementary
- Flying Hills School of the Arts
- Montgomery Middle School
- Fuerte Elementary
- Johnson Elementary
- Madison Avenue Elementary



**Eligibility for  
Differentiated Assistance:  
[EL LTEL, SED, SWD, AA,  
American Indian]**

# Cajon Valley Union School District Required Actions English Language Arts

LEARN MORE

## English Language Arts

All Students State



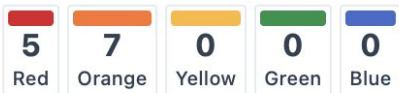
Orange

53.5 points below standard

Declined 7.1 Points

### EQUITY REPORT

Number of Student Groups in Each Color



Red

African American

Asian

English Learners

Long-Term English Learners

Students with Disabilities

## Cajon Valley Schools with Red for Specific Student Groups:

Anza - EL, HI, SED, WH  
 Blossom Valley Elementary -SWD  
 Bostonia Global -EL, LTEL, SWD  
 Cajon Valley Middle -AS, EL, HI, LTEL, SED, SWD, WH  
 Chase Avenue Elementary -EL, HI, SED, SWD, WH  
 Crest Elementary -HI, SED, SWD, WH  
 Flying Hills School of Arts -EL, SWD  
 Greenfield Middle -AA, EL, SWD, WH  
 Hillsdale Middle -LTEL, SWD  
 Jamacha Elementary -SWD  
 Lexington Elementary -EL, HI, SED, WH  
 Los Coches Creek Middle -SWD  
 Madison Avenue Elementary -EL, SED, WH  
 Magnolia Elementary -EL, HI, SED, SWD, WH  
 Meridian Elementary -EL, HI, SED, SWD  
 Montgomery Middle -AA, AS, EL, HI, LTEL, SED, SWD, WH  
 Naranca Elementary -AA, AS, EL, HI, SED, W

Rancho San Diego Elementary -SWD  
 Rios Elementary -HI, SWD  
 Vista Grande Elementary -SWD  
 WD Hall Elementary -SED, SWD

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

## Cajon Valley Schools with Red for All Students:

Anza Elementary  
 Cajon Valley Middle  
 Chase Avenue Elementary  
 Greenfield Middle  
 Lexington Elementary  
 Madison Avenue Elementary  
 Magnolia Elementary  
 Montgomery Middle  
 Meridian Elementary  
 Naranca Elementary



Eligibility for Differentiated Assistance: [EL LTEL, SED, SWD, AA, Asian]

# Cajon Valley Union School District Required Actions Mathematics

LEARN MORE  
Mathematics

All Students

State



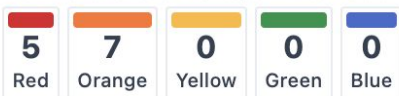
Orange

81.1 points below standard

Declined 6.6 Points Ⓣ

#### EQUITY REPORT

Number of Student Groups in Each Color



Red

African American

English Learners

Long-Term English Learners

Socioeconomically

Disadvantaged

Students with Disabilities

## Cajon Valley Schools with Red for Specific Student Groups:

Anza Elementary -EL, HI, SED  
 Avocado Elementary -SWD  
 Bostonia Global -EL, LTEL, SED, SWD  
 Cajon Valley Middle -AS, EL, HI, SED, WH  
 Chase Avenue Elementary -EL, HI, SED, SWD, WH  
 Crest Elementary -HI, SED  
 Flying Hills School of Arts -EL, HI, SED, SWD  
 Greenfield Middle -AA, EL, SED, WH  
 Hillsdale Middle -EL, LTEL, SWD  
 Johnson Elementary -AS  
 Lexington Elementary -EL, WH  
 Los Coches Creek Middle -HI, SWD  
 Magnolia Elementary -EL, HI, SED, SWD, WH  
 Meridian Elementary -EL, SED  
 Montgomery Middle -AA, AS, EL, LTEL, SED, SWD, WH  
 Naranca Elementary -AA, AS, EL, HI, SED, SWD, WH  
 Rancho San Diego Elementary -SWD  
 Rios Elementary -SWD  
 W.D.Hall Elementary -EL, HI, SWD

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

## Cajon Valley Schools with Red for All Students:

Anza Elementary  
 Cajon Valley Middle  
 Chase Avenue Elementary  
 Magnolia Elementary  
 Naranca Elementary  
 Montgomery Middle

Eligibility for  
 Differentiated Assistance:  
 [EL LTEL, SED, SWD, AA,  
 Asian]



# Cajon Valley Union School District Required Actions English Learner Progress

LEARN MORE

## English Learner Progress

All Students

State



Orange

45.2% making progress

Declined 3.6% Ⓣ

### LONG-TERM ENGLISH LEARNER PROGRESS



## Cajon Valley Schools with Red for English Learners

Chase Avenue Elementary - EL  
Fuerte Elementary -EL  
Greenfield Middle -EL LTEL  
Magnolia Elementary -EL  
W.D. Hall Elementary -EL

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

