



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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. 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.		This data will be available in Spring.	Target will be established based on baseline in the 24-25 school year.
1.2	Priority 6 Survey	2024 Priority 6 Student Survey: At least one adult in my school knows my interests - 61% of students responded 4 or 5 on a 1-5 scale At least one adult in my school knows my hopes/goals for the	Spring 2025 Priority 6 Student Survey: 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.		"Based on the Priority 6 Survey, given Fall 2025: At least one adult in my school knows my interests - 62% of students responded 4 or 5 on a 1-5 scale.	2027 Priority 6 Student Survey, increase % of responses at a 4 or 5 by 10% At least one adult in my school knows my interests - 71% At least one adult in my school knows my

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>future - 52% of students responded 4 or 5 on a 1-5 scale</p> <p>The things I'm learning in school are important to me - 65% of students responded 4 or 5 on a 1-5 scale</p> <p>The things I'm learning in school are important to my future - 70% of students responded 4 or 5 on a 1-5 scale</p> <p>I shared my ideas in class this year to peers and/or adults. New Metric: Will be collected 24-25 SY</p>	<p>At least one adult in my school knows my 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: 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.</p>		<p>At least one adult in my school knows my hopes/goals for the future - 55% of students responded 4 or 5 on a 1-5 scale.</p> <p>The things I'm learning in school are important to me - 65% of students responded 4 or 5 on a 1-5 scale, a consistent response from the baseline collected last Spring.</p> <p>The things I'm learning in school are important to my future -75% 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. 56% of students responded 4 or 5 on a 1-5 scale."</p>	<p>hopes/goals for the future - 62%</p> <p>The things I'm learning in school are important to me - 75%</p> <p>The things I'm learning in school are important to my future - 80%</p>
1.3	Career Development Learning Experiences	95% of students had access to at least one enhanced career development learning experience outside their classroom.	95% of students had access to at least one enhanced career development learning experience outside their classroom during		313 Experiences have taken place as of December 10, 2025.	100% students will have access to at least one enhanced career development learning experience outside their classroom.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			the 2024-2025 school year.			
1.4	Broad Course of Study [Local Indicator: Priority 7]	<p>100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.</p> <p>100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.</p>	<p>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 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>		This data will be available in Spring.	<p>Maintain Baseline: 100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.</p> <p>100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	Principal Professional Learning Communities	<p>Baseline information will be collected during the 24-25 school year.</p> <p>75% of sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance</p>	<p>100% of school sites have a systematic and 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>100% of school sites have a systematic and 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>Target will be established based on baseline in the 24-25 school year.</p> <p>By June 2025, 100% of sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance</p>
1.6	Professional Learning Day Survey	<p>Baseline information will be collected during the 24-25 school year.</p> <p>On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD</p> <p>On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD</p>	<p>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</p>		<p>TBD - Annual PL Survey will be given on 1/12.</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</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			site's goals? Mean Score: 4.35/5 This will become baseline.			district's vision? Mean Score: TBD On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD
1.7	Central Offerings PL Survey	Baseline metrics from 24/24 school year: Highest area of need in each goal Goal 1: Integration of Modern Curriculum in to Core Content: 35% Goal 2: Response to Behavior: 48% Goal 3: ELA: District Curriculum: 40% ELA: Evidence Based Instruction: 35% Goal 4: Supports / Services to Students with Disabilities: 40%	ANNUAL PL STAFF SURVEY: Highest area of need Goal 1: Integration of Modern Curriculum into Core Content: 64%. Increased 29% Goal 2: Response to Behavior: 53%. Increased 5% from baseline. 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%		TBD - Annual PL Survey will be given on 1/12.	Decrease respondents reporting each areas as an area of need by 2% Goal 1: Integration of Modern Curriculum in to Core Content: 33% Goal 2: Response to Behavior: 46% Goal 3: ELA: District Curriculum: 38% ELA: Evidence Based Instruction: 35% Goal 4: Supports / Services to Students with Disabilities: 38%
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	Based on Trimester 2 report cards, 70% of K-2 students were at expected growth in		This data will be available in February.	Increase baseline data by 5% 84% of K-5 students were at expected

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		"Presentation of Knowledge & Ideas."	"Presentation of Knowledge & Ideas." 11% were Not Assessed. This will become baseline. 25% of 3-5 Students were Excellent & 51% we Satisfactory in "Presentation of Knowledge & Ideas" 13% were Not Assessed. This will become baseline.			growth in "Presentation of Knowledge & Ideas."
1.9	ELPAC Listening and Speaking	Based on 22/23 Summative ELPAC, 26% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.	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.		This data will be available in Spring.	36% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.
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.		As of December 10, 2025, 88% of sites have VAPA program access.	100% of sites have school wide Visual and Performing Arts program access.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	TEDx Based on the results from our 2022-2023 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students. This is especially evident in our English Learner population, including students who are Long Term English Learners. To address this, certificated leads specializing in Presentation	Yes	Partially Implemented	"Based on 25/26 Summative ELPAC, 23.02% of English Learners are Well Developed (Level 4) in Oral Language,	89% (24/27) sites with TEDEd students. 8 collaboration meetings with TED leads \$90,000 of TED budget goes to TEDEd (stipends and materials) Annual PL Survey in Jan. to learn	\$200,000	\$12,826

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>			<p>which includes listening and speaking.</p> <p>Trimester 2 K-5 Report Cards: TBD</p> <p>Fall 2025 Priority 6: ""I share my ideas in class this year to peers and/or adults"" 55% of students responded 4 or 5 on a 1-5 scale"</p>	<p>if Presentation Literacy an area of need in professional learning.</p>		
1.2	<p>Recreational Equipment Replacement Our ELOP programs are expanding in response to the rising enrollment of district students. Based on the positive feedback from last year's additional funding for recreational equipment purchases, we have decided to continue this support. This funding will enable sites to sustain and enhance outdoor activities for students on campus. While any student may access this equipment during or after school, these resources are primarily directed towards students represented in our unduplicated count.</p>	Yes	Fully Implemented		<p>Site allocations are available to sites from July 1, 2025- June 30, 2026</p>	\$158,570	\$14,139

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>Career Development Experiences Community feedback strongly supports providing central funding for fifth-grade students to attend BizTown as part of our broader World of Work experiences. This initiative is highly valued for its significant role in enhancing engagement and career development from kindergarten through eighth grade. There is also considerable appreciation for funding site-selected opportunities for career-related experiences off campus. Taking into account our dashboard requirements, this action is intended to reduce chronic absenteeism district-wide, particularly at sites with red indicators. Additionally, it will aid in decreasing suspension rates across the district, especially at sites showing signs of concern. For further insights into low performance regarding chronic absenteeism and suspension at the school level, please refer to addendum A located at the conclusion of this document. While these experiences may be accessed by any CVUSD student, they are primarily directed towards students represented in our unduplicated count.</p>	Yes	Fully Implemented	313 Experiences have taken place as of December 10, 2025.		\$287,118	\$30,262
1.4	<p>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.</p>	Yes	Fully Implemented		Staffing is in place and coordinating trips.	\$97,814	\$31,391

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>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.</p>	Yes	Fully Implemented	100% of school sites have a systematic and 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.	100% (91) Summer and (37) Winter academy sessions aligned with LCAP Goals Aug. 8 MPD Staff Survey: 84.7% agreed/strongly agreed the staff PL day "enhance your knowledge and understanding of the CV Essential Skills in order to support our district LCAP Goal 1" 86.7% agreed/strongly agreed the "coverage of Expectations for Student Success today support your implementation in order to support our district LCAP Goal 2"	\$5,258,521	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>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.</p>	Yes	Fully Implemented	Annual PL Survey will be given on 1/12	<p>High Quality Professional Learning Rubric has been created and implemented with central PL offerings with observations and targeted feedback to meet the needs of our teachers.</p> <p>100% (98) Summer and (37) Winter academy sessions aligned with LCAP Goals.</p> <p>Summer Academy Feedback: 98% of attendees rated the sessions as highly effective (3 or 4 on a 4-point scale).</p> <p>Collaboration: 98% of staff affirmed meaningful opportunities to discuss and learn from peers.</p> <p>Relevance & Impact: 99% indicated the learning was directly relevant to their classroom goals and offered lasting impact.</p>	\$278,985	\$73,558
1.7	<p>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</p>	Yes	Fully Implemented	This funding was repurposed for a middle school math coach per LCAP.	The Middle School Math Leadership Team (MSMLT) action has demonstrated significant impact on both teacher efficacy and student achievement during the	\$293,059	\$184,453

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>competency-based learning. This professional development is intended to personalize student learning experiences and broaden opportunities for students in the unduplicated count to demonstrate their mastery of standards/competencies. Districtwide access to cohort professional development is being provided because 76% of our students are unduplicated pupils, allowing us to focus on strategic initiatives that benefit the majority of our student population comprehensively.</p>				<p>first half of the year. Data analysis reveals that students assigned to MSMLT teachers showed a 6% increase in Tier 1 proficiency compared to the previous year, and notably outperformed peers in non-MSMLT math classrooms by 11%. A primary driver of this success has been the intensive professional learning and coaching model; teacher confidence in planning and implementing high-quality mathematical tasks surged by 177.6% (rising from a baseline average of 1.24 to 3.47 out of 4) following participation in lesson study small groups. Furthermore, the Math Coach has been instrumental in systemic capacity building, facilitating six full-day professional learning sessions, conducting 13 individual coaching conversations, and supporting the Newcomer team. Teachers participating in MSMLT lesson study cycles now report high levels of leadership readiness, averaging 4.33 out of 5 in their confidence to mentor</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					colleagues in implementing Number Strings, fostering a sustainable culture of collaborative improvement and rigorous mathematical discourse across the district.		

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	California Accountability Dashboard: Suspension Indicator	<p>2023 Dashboard Suspension Indicator:</p> <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>2024 Dashboard Suspension Indicator:</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>2025 Dashboard Suspension Indicator:</p> <p>All Students Indicator Color: Yellow 4.6% suspended at least one day Declined 1.3%</p> <p>All Student Groups by Performance Level</p> <p>Red: Foster 14.3% suspended at least one day Increased 8%</p> <p>Homeless 7.1% suspended at least one day Maintained 0.2%</p> <p>African American 10.6% suspended at least one day Increased 0.3%</p> <p>Orange: Students with Disabilities 7.5% suspended at least one day Declined 1%</p> <p>Asian 7.5% suspended at least one day</p>	<p>2026 Dashboard Suspension Indicator:</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:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Two or More Races: 5.7% suspended at least one day Increased 3%	Increased 4.7% from baseline		Increased 9.6%	4.2% suspended at least one day
		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		Yellow: English Learner 4.6% suspended at least one day Declined 1.7%	Socioeconomically Disadvantaged: 4.2%
		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		Long Term English Learner 8.9% suspended at least one day Declined 11.7%	Students with Disabilities: 4.2% suspended at least one day
		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		SocioEconomically Disadvantaged 4.9% suspended at least one day Declined 1.5%	White: 4.2% suspended at least one day
		White: 4.8% suspended at least one day Increased 2.2%	White: 6.5% suspended at least one day Increased 1.5% from baseline		White 4.3% suspended at least one day Declined 2%	Asian: Maintain or improve the current 2.1% suspension rate
		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		American Indian 3.4% suspended at least one day Declined 3.9%	American Indian: Maintain or improve the current 3.5% suspension rate
		Yellow: American Indian: 3.5% suspended at least one day Declined 3.3%	Foster Youth: 6.3% suspended at least one day Decreased 3.5% from baseline		Hispanic 4.4% suspended at least one day Declined 3.9%	Filipino Maintain the current 0% suspension rate Yellow: American Indian: Maintain or improve the current 3.5% suspension rate
		Blue: Filipino 0% suspended at least one day Declined 2.2%	Hispanic:		Two or More Races 4.6% suspended at least one day Declined 1.1%	Blue: Filipino Maintain the current 0% suspension rate
					Pacific Islander 4.4%. suspended at least one day Declined 3.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>5.6% suspended at least one day Maintained 0.2% from baseline</p> <p>Two or More Races: 5.7% suspended at least one day Maintain 0.1% from baseline</p> <p>Asian: 2.1% suspended at least one day Increased 0.8% from baseline</p> <p>Blue: Filipino Maintained, no change from baseline</p>			
2.3	California Accountability Dashboard: Chronic Absenteeism Indicator	<p>2023 Dashboard Chronic Absenteeism</p> <p>All Students Indicator Color: Yellow 31% chronically absent Decreased 3.1%</p> <p>All Student Groups by Performance Level</p> <p>Red: American Indian 33.3% chronically absent Increased 0.8%</p> <p>Orange: Filipino 21.1% chronically absent Declined 5%</p>	<p>2024 Dashboard Chronic Absenteeism</p> <p>All Students Indicator Color: Yellow 27.3% chronically absent Decreased 3.7%</p> <p>All Student Groups by Performance Level</p> <p>Red: Long Term English Learners: 36.8% chronically absent Increased 2.0%</p> <p>American Indian 39.1% chronically absent</p>		<p>2025 Dashboard Chronic Absenteeism</p> <p>All Students Indicator Color: Orange 26.3% chronically absent Declined 1%</p> <p>All Student Groups by Performance Level</p> <p>Red: Homeless 52.0% chronically absent Increased 1.5%</p> <p>Asian 21.5% chronically absent</p>	<p>2026 Dashboard Chronic Absenteeism Indicator</p> <p>All Students 22% chronically absent</p> <p>All Student Groups by Performance Level</p> <p>American Indian 22% chronically absent</p> <p>Filipino Maintain or improve 21.1% chronically absent</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Foster Youth 43% chronically absent Declined 7%	Increased 5.7%		Increased 1.3%	Foster Youth 22% chronically absent
		Homeless 68.5% chronically absent Declined 1.1%	Asian 20.1% chronically absent Increased 0.5%		White: 21.2% chronically absent Declined 0.4%	Homeless 22% chronically absent
		Pacific Islander 10.7% chronically absent Declined 0.9%	Orange: Foster Youth 45.2% chronically absent Increased 2.2%		Pacific Islander 31.2% chronically absent Declined 1.5%	Pacific Islander Maintain or improve 10.7% chronically absent
		White: 23% chronically absent Declined 1.7%	Pacific Islander 29.7% chronically absent Declined 2.6%		Orange: English Learner 26.4% chronically absent Declined 2.1%	White: 22% chronically absent
		Students with Disabilities 22.7% chronically absent Declined 0.8%	White: 20.8% chronically absent Declined 2.2%		Long Term English Learner 34.3% chronically absent Declined 2.5%	Students with Disabilities 22% chronically absent
		Yellow: African American 39.4% chronically absent Declined 6.5%	Yellow: Homeless 50.5% chronically absent Declined 18.0%		Foster 41.5% chronically absent Declined 3.7%	African American 22% chronically absent
		Asian 19.7% chronically absent Declined 6.7%	African American 32.0% chronically absent Declined 7.4%		SocioEconomically Disadvantaged 28.1% chronically absent Declined 1.7%	Asian Maintain or improve 19.7% chronically absent
		English Learners 29.7% chronically absent Increased 4.6%	English Learners 29.7% chronically absent Increased 4.6%		Students with Disabilities 33.5% chronically absent Declined 2.1%	English Learners 22% chronically absent
		Hispanic 41.8% chronically absent	Hispanic 36.3% chronically absent Increased 3.2%		American Indian 35.6% chronically absent	Hispanic 22% chronically absent
						Two or More Races 22% chronically absent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Increased 3.2%</p> <p>Two or More Races 31.9% chronically absent Declined 3.2%</p> <p>Socioeconomically Disadvantaged 34.1% chronically absent Declined 3.1%</p>	<p>Two or More Races 27.6% chronically absent Declined 4.4%</p> <p>Filipino 13.5% chronically absent Declined 7.5%</p> <p>Socioeconomically Disadvantaged 29.8% chronically absent Declined 4.2%</p> <p>Students with Disabilities 35.6% chronically absent Declined 5.2%</p>		<p>Declined 3.5%</p> <p>Hispanic 33.7% chronically absent Declined 2.5%</p> <p>Two or More Races 26.6% chronically absent Declined 2.5%</p> <p>Yellow African American 28.7% chronically absent Declined 3.3%</p> <p>No Color Filipino 13.8% chronically absent Maintained 0.3%</p>	<p>Socioeconomically Disadvantaged 22% chronically absent</p>
2.4	Local Indicator: School Climate (Priority 6)	<p>I feel safe at school: 63% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 43% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that adults at the school</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>This data will be available in Spring.</p>	<p>Increase by 2% and/or maintain above a 85%.</p> <p>I feel safe at school: 65% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 45% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>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>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>74% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 57% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 55% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>
2.5	Local Indicator: Basic Services and Conditions (Safe, Clean and Functional School Facilities) (Priority 1)	Annual Williams Audit (FIT): 100% of sites audited had an overall score of "Good" or higher on the Facilities Inspection Tool (FIT).	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.		Fall 2025 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).
2.6	Local Indicator: Parent and Family Engagement (Priority 3)	The following are based on the local indicator's survey provided to families March and April 2024:	The following are based on the local indicator's survey provided to families March and April 2025:		This data will be available in Spring.	Increase by 0.2 and/or maintain baseline above 4.25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<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>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 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</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 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 and resources to support student learning and development in the home</p>			<p>Building Partnerships for Student Outcomes: Overall Mean Score: 4.25</p> <p>Creating welcoming environments for all families in the community Mean Score: 4.46</p> <p>Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children Mean Score 4.13</p> <p>Building Relationships between School Staff and Families Overall Mean Score: 4.31</p> <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>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Highest Mean Score: 4.31 Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Lowest Mean Score: 4.15 Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making</p>	<p>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>Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Mean Score: 4.3</p> <p>Building the capacity of and supporting family 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	<p>100% of Principals have Parent Engagement 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>		<p>100% of Principals have Parent Engagement 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.</p>	Increase average site score by 10% as determined by baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%.		As of 10/13/2025 the ADA was 93.79% - increase in .11 compared to the previous year, August through October window.	Increase the Average Daily Attendance Rate to 93%
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.		As of 12/11/1025, the Middle School Dropout Rate is 0.17%	Decrease Middle School Dropout Rate to .01%
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.		As of December 11, 2025, there are no active expulsions in place.	Decrease expulsion rate to .03%.
2.11	Parental Involvement: Efforts to seek parent involvement and decision making (Priority 3)	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils. 100% of schools have a School Site Council 100% of Title I schools have an English Learner Advisory Council 100% of Title I schools are able to select a site representative for the District English Learner Advisory Council 100% of schools are able to select a representative for the LCAP Committee 100% of unduplicated parents were invited to participate in SSC, ELAC (when	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils. 100% of schools have a School Site Council. This remains the same compared to baseline. 100% of Title I schools have an English Learner Advisory Council. This remains the same compared to baseline. 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. 100% of schools are able to select a		Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils. 100% of schools have a School Site Council. This remains the same compared to baseline. 100% of Title I schools have an English Learner Advisory Council. This remains the same compared to baseline. 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. 100% of schools are able to select a	Maintain 100% of schools having a School Site Council Maintain 100% of Title 1 schools are able to have a site representative for the District English Learner Advisory Council Maintain 100% of s schools are able to select a representative LCAP Committee Maintain 100% of unduplicated parents are invited to participate in SSC, ELAC (when appropriate), and site advisory councils.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>appropriate), and site advisory councils. 100% of parents of individuals with exceptional needs were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. 85% of all Newcomer families participated in a Newcomer Welcome meeting.</p>	<p>representative for the LCAP 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.</p>		<p>representative for the LCAP 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. 72% of all Newcomer families participated in a Newcomer Welcome meeting. This is a 13% decrease from baseline.</p>	<p>Maintain 100% of parents of individuals with exceptional needs were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.</p> <p>Increase to at least 90% of Newcomer families participating in a Newcomer Welcome meeting.</p>
2.12	Priority 6 Student Survey	<p>I feel safe at school: 63% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: 43% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect: 72% of students in grades 4-8 report that</p>	<p>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>Fall 2025 Priority 6 Student Survey:</p> <p>I feel safe at school: 69% 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: 55% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5).</p>	<p>Increase by 2%.</p> <p>I feel safe at school: Increase to 65% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)</p> <p>My school is clean: Increase to 45% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)</p> <p>Adults at my school treat me with respect:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: 55% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: 53% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>	<p>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>Adults at my school treat me with respect: 69% 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: 60% 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: 67% 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>Increase to 74% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5)</p> <p>I feel like I belong at my school: Increase to 57% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)</p> <p>My classmates treat me with respect: Increase to 65% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)</p>
2.13	Annual Staff Gallup Poll	<p>2023 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 71% of staff indicate they agree/strongly agree</p> <p>Q05: My manager, or someone at work, seems to care about me as a person.</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.</p> <p>Q05: My manager, or someone at work,</p>		This data will be available in Spring.	<p>2026 Staff Gallup Poll (Q12) Metric: Increase by 5% of staff who agree/strongly agree for each question</p> <p>Q02: I have the materials and equipment I need to do my work right. 76% of staff indicate they agree/strongly agree</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		81% of staff indicate they agree/strongly agree Q07: At work, my opinions seem to count. 65% of staff indicate they agree/strongly agree	seems to 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
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." 78% of respondents agreed with the statement, "This school is perfect for my child.	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% compared to baseline. 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. 79% of respondents agreed with the statement, "This school is perfect for my child." This is a 1%		This data will be available in Spring.	"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." At or above 80% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." At or above 80% of respondents agreed with the statement, "This school is perfect for my child."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			increase from baseline.			
2.15	Annual CVUSD Safety Survey (Families & Staff)	88% of staff feel their school is a safe place. 78% of families agree with the statement, "My child feels safe at this school."	79% of staff agreed with the statement "I feel safe in my work environment." on the Gallup Employee Engagement Survey. 83% of families agree with the statement, "My child feels safe at this school." on the Fall 2024 Family Safety and Connectedness Survey. This is a 5% increase compared to baseline.		This data will be available in Spring.	Increase by 2% 90% of staff feel their school is a safe place. 80% of families agree with the statement, "My child feels safe at this school."

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Fully Implemented	2025 Dashboard Chronic Absenteeism All Students Indicator Color: Orange 26.3% chronically absent Declined 1% Orange: English Learner	District Bilingual Bicultural Staff / Community Liaisons Interpretation Meetings - 606 Interpretation Phone Call - 436 Translation Numbers - 528 Interpretation Parent /Teacher Conferences - 108 Hanna Interpreting Service	\$610,759	\$162,704

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>districtwide, particularly at sites flagged with red indicators. They seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.</p>			<p>26.4% chronically absent Declined 2.1%</p>	<p>Interpretation Pre-Scheduled IEP Meetings-2 Interpretation On-Demand Calls-105 Translations IEP Documents- 9</p> <p>IEP Support 25/26 District Family Liaisons Interpretation of IEP Meetings - 214 Assessments for IEPs - 66 Translations IEP Documents- 76</p>		
<p>2.2</p>	<p>Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)</p> <p>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 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</p>	<p>Yes</p>	<p>Fully Implemented</p>		<p>There were 496 home visits conducted in 25/26, and 100 % of staff who took the survey who conducted home visits found the experience to be beneficial.</p> <p>There were 2 Poverty Simulations, including debriefs in 25/26, and 81.8% of staff felt that the simulation gave them a better understanding of the challenges faced by families and students. 80.8% of staff felt confident they could apply what they learned to their students and families.</p> <p>Organized and facilitated 17 community liaisons to</p>	<p>\$284,700</p>	<p>\$91,662</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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>deliver a total of 72% of all Newcomer meetings</p> <p>Organized and facilitated 17 community liaisons to deliver a total of 65 Family Workshops</p> <p>Facilitated 4 DELAC Meetings for all ELAC representatives</p>		
2.3	<p>Engagement Surveys 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>	Yes	Fully Implemented	This data will be available in the Spring.		\$45,000	\$45,000
2.4	<p>Community Liaisons Family and Community Liaisons will enhance family and community involvement in student learning, providing guidance on how to support students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during</p>	Yes	Fully Implemented		There were 496 home visits conducted in 25/26, and 100 % of staff who took the survey who conducted home visits found the	\$865,472	\$155,306

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and after school hours, offering access to district support and programs. With enrollment increasing and a significant rise in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family welcome center available daily to assist families. In accordance with our dashboard requirements, these actions are designed to address various areas of concern across the district. They aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.</p>				<p>experience to be beneficial.</p> <p>There were 2 Poverty Simulations, including debriefs in 25/26, and 81.8% of staff felt that the simulation gave them a better understanding of the challenges faced by families and students. 80.8% of staff felt confident they could apply what they learned to their students and families.</p> <p>Organized and facilitated 17 community liaisons to deliver a total of 72% of all Newcomer meetings</p> <p>Organized and facilitated 17 community liaisons to deliver a total of 65 Family Workshops</p> <p>Facilitated 4 DELAC Meetings for all ELAC representatives</p>		
2.5	<p>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</p>	Yes	Fully Implemented		CPR sessions are offered throughout the year.	\$115,000	\$25,940

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						
2.6	<p>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.</p>	Yes	Fully Implemented	<p>2025 Dashboard Chronic Absenteeism</p> <p>All Students Indicator Color: Orange 26.3% chronically absent Declined 1%</p> <p>2025 Dashboard Suspension Indicator:</p> <p>All Students Indicator Color: Yellow 4.6% suspended at least one day Declined 1.3%</p>	<p>100% of sites have plans, led by Assistant Principals, to create onboarding experiences for all students, regardless of the date of enrollment. 100% of sites have structures for a Student Advisory Team, led by Assistant Principals to provide student voice and input toward addressing school improvement.</p>	\$1,588,692	\$468,265
2.7	<p>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</p>	Yes	Fully Implemented		This data will be available in the Spring.	\$5,300,668	\$310,076

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						
2.8	<p>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.</p>	Yes	Fully Implemented		This data will be available in the Spring.	\$2,105,510	\$655,804

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.9	<p>Office Support To increase attendance and engagement among students in the unduplicated count, CVUSD has established a family resource and enrollment center and increased support staffing at sites. The current accountability dashboard indicates that these students are experiencing high chronic absenteeism and could greatly benefit from additional support. School Administrative Assistant Leads, in collaboration with site office staff, will strive to fulfill the Cajon Valley 8 Promises by fostering positive relationships with students and families, enhancing the school environment, and providing the necessary support. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.</p>	Yes	Fully Implemented		246 site visits for 1:1 Site Support & Training 10 PL sessions held (Chronic Absenteeism, Attendance monitoring, customer service, technology training, systems/enrollment)	\$764,814	\$208,005
2.10	<p>Visitor Management System Front office staff will utilize a visitor management system to enhance school safety, particularly for students in the unduplicated count. This system improves security by scanning visitors' identification, cross-referencing the information with a sex offender database, and notifying campus administrators if there is a match. This proactive approach significantly increases student safety on campus. The system's maintenance will undergo an annual review to ensure its effectiveness. While this system is used for all visitors, the primary intention of this security measure is to protect students represented in our unduplicated count.</p>	Yes	Fully Implemented	Based on Priority 6 Survey given to students in grades 4-8 in the Fall Questions: ""I feel safe at school: 69% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5)		\$19,460	\$19,460

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>My school is clean: 55% 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: 69% 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: 60% 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: 67% 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>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.11	<p>Bus Safety Systems CVUSD invests in technologies like the RFID Bus System with Zonar and Stopfinder GEO Alerts to significantly enhance student safety during school transportation. These systems provide real-time tracking of bus locations, ensuring that both school administrators and parents are always informed of the bus's location, which is crucial in emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust among all stakeholders. Additionally, the ability to monitor bus routes and student boarding details helps maintain accountability and ensures that students board and alight at the correct stops, further safeguarding their travel to and from school. By improving operational efficiency and providing a safer transportation environment, these technologies are vital investments for student safety. While any student accessing transportation will benefit from this communication system, increasing our transportation efficiency is primarily directed towards students represented in our unduplicated count.</p>	Yes	Fully Implemented		All bus safety systems are in place to ensure student well-being. CVUSD prioritizes student safety by investing in advanced technologies such as the RFID Bus System with Zonar and Stopfinder GEO Alerts. These systems provide real-time bus tracking, keeping school administrators and parents informed of bus locations—crucial during emergencies or unexpected delays.	\$52,309	\$33,214
2.12	<p>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</p>	Yes	Fully Implemented		Middle School Campus Safety Leads continue to play a vital role in maintaining a safe and secure environment for students, staff, visitors, and school property. This year, the team has expanded to enhance coverage, including the addition of five Site Safety Specialists to provide increased support at all	\$1,458,902	\$391,373

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.				elementary sites. Additionally, a dedicated coordinator, dispatcher, and administrative assistant are in place to oversee and manage safety operations across all campuses, ensuring a comprehensive and responsive approach to school security.		
2.13	<p>Campus Aides</p> <p>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.</p>	Yes	Fully Implemented		Campus aides play a crucial role in providing additional student supervision and ensuring safety during unstructured times, including before and after school, passing periods, lunch, and recess. All sites have received their annual allocations. However, due to a high level of turnover, maintaining full staffing for these positions remains an ongoing challenge.	\$1,544,984	\$339,277
2.14	<p>Safety Equipment</p> <p>These safety enhancement projects are specifically designed to increase student safety across various aspects of the school environment. Upgrading site fire alarms ensures that students and staff can be quickly alerted in case of a fire, allowing for prompt</p>	Yes	Partially Implemented		Each site has unique walkie-talkie models and reception requirements, making a districtwide solution unfeasible. To address this, IT and the Safety	\$1,850,000	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>evacuation and immediate emergency responses. Improving security radios at the District Office enhances communication during emergencies, enabling swift, coordinated actions. Additionally, refreshing bus cameras strengthens monitoring on school buses, ensuring incidents are recorded and managed more effectively. This proactive approach not only addresses current safety concerns but also helps prevent future incidents, providing a safer transportation environment for students. Each project is a key component in strengthening the overall safety infrastructure and creating a protective environment for students.</p> <p>In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates district-wide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While these safety enhancements benefit all students, the additional support is primarily directed towards students represented in our unduplicated count.</p>				<p>& Security team are working closely with each site to implement tailored communication solutions.</p>		
2.15	<p>Pool Safety- Lifeguard 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</p>	No	Planned		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	\$60,000	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	engaging with students in water related activities.				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.		
2.16	<p>Counseling Program</p> <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>	Yes	Fully Implemented	<p>2025 Dashboard Chronic Absenteeism</p> <p>All Students Indicator Color: Orange 26.3% chronically absent Declined 1%</p> <p>2025 Dashboard Suspension Indicator:</p> <p>All Students Indicator Color: Yellow 4.6% suspended at least one day Declined 1.3%</p>	100% of CVUSD sites have a strategic plan to implement a balanced service model at all tiers. All sites have provided, or are scheduled to provide the required classroom guidance lessons and supplemental lessons. All sites are using a new data snapshot tool to help guide program improvement and begin a structured inquiry process to identify opportunity gaps and intervention plans.	\$4,177,022	\$1,100,283
2.17	<p>Homeless/Foster Liaison Support (Title I)</p> <p>District Homeless Liaison will coordinate services and resources for students experiencing homelessness and experiencing</p>	No	Partially Implemented	2025 Dashboard Chronic Absenteeism	A new program will begin in January 2026 in collaboration with Child/Youth Services	\$221,222	\$64,348

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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			<p>Red: Homeless 52.0% chronically absent Increased 1.5%</p> <p>Orange: Foster Youth 41.5% chronically absent Declined 3.7%</p> <p>2025 Dashboard Suspension Indicator:</p> <p>Red: Foster 14.3% suspended at least one day Increased 8%</p> <p>Homeless 7.1% suspended at least one day Maintained 0.2%</p>	that provides additional tutoring and academic coaching for students in foster care. The services will be provided by SDCOE and take place on Cajon Valley middle school campuses.		
2.18	<p>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</p>	Yes	Fully Implemented	The following data is based on available diagnostic 2 data in Reading, given December 2025. The window for assessments for Kindergarten	Additional Concentration Grant funding has been allocated to all sites with over 55% UPP, providing enhanced support for priority areas and direct services tailored to students within our	\$7,914,756	\$1,840,151

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>			<p>and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:</p> <p>58% of all English Learners are "on track" to make "one year's growth". This is a 3% decrease from previous year and a 3% decrease from baseline.</p> <p>58% of all students who are socioeconomically disadvantaged are "on track" to make "one year's growth". This is a 1% decrease from previous year and remains the same from baseline.</p> <p>40% of Foster Youth students are "on track" to make "one year's growth". This is a 3% increase from previous year</p>	<p>unduplicated count population.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>and 19% decrease from baseline.</p> <p>40% of Homeless students are "on track" to make "one year's growth". This is an 8% increase from previous year and a 15% decrease from baseline.</p> <p>The following data is based on available diagnostic 2 data in Math, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:</p> <p>58% of all English Learners are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 1%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>decrease from baseline.</p> <p>56% of all students who are socioeconomically disadvantaged are "on track" to make "one year's growth". This is a 1% increase from previous year and a 1% decrease from from baseline.</p> <p>52% of Foster Youth students are "on track" to make "one year's growth". This is a 14% increase from previous year and 18% decrease from baseline.</p> <p>53% of Homeless students are "on track" to make "one year's growth". This is an 17% increase from previoius year and a 6% decrease from baseline.</p>			

Goal 3

Goal Description

All students will excel in reading, writing, listening, speaking, and mathematics.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.		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.
3.3	Local Indicators: Implementation of State Academic Standards (Priority 2)	Baseline information will be collected through an annual Professional Learning Survey during the 24/25 school year. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.64	The following are based on the local indicator's survey provided to families March and April 2025: Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 4.0 Implementation of Academic Standards		This data will be available in Spring.	Maintain at or above a 4.0 and or increase by 0.2. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.84 Implementation of Academic Standards in English Language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.24	in English Language Development (ELD) Mean Score: 3.15			Development (ELD) Mean Score: 3.42
		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 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 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 Career Technical Education Mean Score: 3.41	Implementation of Academic Standards in Career Technical Education Mean Score: 3.42			Implementation of Academic Standards in Career Technical Education Mean Score: 3.61
		Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.58	Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.29			Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.78
		Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.31	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 Visual and Performing Arts Mean Score: 3.19	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Implementation of Academic Standards in World Language Mean Score: 2.07	Implementation of Academic Standards in World Language Mean Score: 1.92			Implementation of Academic Standards in World Language Mean Score: 2.27
3.4	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)	100% of students receiving ELD instruction. 100% of students being enrolled in core classes. 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	100% of students receiving ELD instruction. The remains the same compared to baseline. 100% of students being enrolled in core classes. The remains the same compared to baseline. 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS. The remains the same compared to baseline. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study. The remains the same compared to baseline.		This data will be available in Spring.	We will continue to maintain our baseline of 100% of students receiving ELD instruction. We will continue to maintain our baseline of 100% of students being enrolled in core classes. We will continue our baseline of 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS. We will continue to maintain our baseline of 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.
3.5	California Accountability Dashboard: CAASPP Assessments (ELA)	2023 California Dashboard: All Students (Orange): 46.4 points below standard Performance Level Low Declined 7.4 points	2024 California Dashboard: All Students (Orange): 53.5 points below standard Performance Level Low Declined 7.1 points from baseline.		2025 California Dashboard: All Students color indicator: Orange 51.1 points below standard Maintained 2.4 points Red:	2026 California Dashboard: Increase performance by 9 points from 2023 baseline. All Students (Yellow): 37.4 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Red: English Learners: 84.4 points below standard Declined 13.6 points</p> <p>Homeless: 113.2 points below standard Declined 14.7 points</p> <p>Foster Youth: 98.8 points below standard Declined 30.8 points</p> <p>Orange: African American: 68.1 points below standard Declined 5.8 points</p> <p>Asian: 58.8 points below standard Declined 31.5 points</p> <p>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:</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>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</p>		<p>English Learner 94.6 points below standard Maintained 1.7 points</p> <p>Foster 82.2 points below standard Declined 5 points</p> <p>Asian 86.9 points below standard Declined 12.1 points</p> <p>African American 75.5 points below standard Maintained -1.1 points</p> <p>Orange Long Term English Learner 107.8 points below standard Increased 13.8 points</p> <p>Homeless 94.9 points below standard Increased 12.7 points</p> <p>Students with Disabilities 106.3 points below standard Increased 9.1 points</p> <p>White 40.7 points below standard Maintained 2.4 points</p> <p>Yellow</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: 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:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>113.7 points below standard Increased 3.4 points</p> <p>White: 35.2 points below standard Declined 9.7 points</p> <p>Yellow: Two or More Races: 25 points below standard Increased 4.1 points</p> <p>Blue: Filipino: 39.6 points above standard Increased 25.6 points</p>	<p>Declined 14.5 points from baseline.</p> <p>Homeless: 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: 50.9 points below standard Declined 20.1 points from baseline.</p> <p>Filipino: 56.9 points above standard</p>		<p>SocioEconomically Disadvantaged 62.3 points below standard Increased 5.2 points</p> <p>American Indian 26.3 points below standard Increased 24.5</p> <p>Two or More Races 18.1 points below standard Increased 16.3 points</p> <p>Pacific Islander 33.7 points below standard Increased 21 points</p> <p>No Color Filipino 14.4 points above standard Declined 37.5 points</p>	<p>16 points below standard</p> <p>Filipino: 30.6 points above standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Increased 17.3 points from baseline.			
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>7.14% of Foster Youth met or exceeded standard</p> <p>29.17% of all students who are American Indian met or exceeded standard</p> <p>30.08% of all students who are Asian met or exceeded standard</p> <p>24.23% of all students who are African</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% decrease from baseline.</p> <p>27.47% of all students who are Socio Economically Disadvantaged met or exceeded standard, a 1.02% increase from baseline.</p> <p>17.77% of all students who are Homeless met or exceeded standard, a 1.31% increase from baseline.</p> <p>6.25% of Foster Youth met or exceeded standard, a 0.89%</p>		<p>24/25 CAASPP ELA Achievement Levels:</p> <p>31.67% of all students met or exceeded standard, a 0.11% decrease from previous year and 1.75% decrease from baseline.</p> <p>11.10% of all Students with Disabilities met or exceeded standard, a 0.71% increase from previous year and a 0.69% increase from baseline.</p> <p>4.59% of all English Language Learners met or exceeded standard, maintaining from previous year and a 1.07% decrease from baseline.</p> <p>27.53% of all students who are Socio Economically Disadvantaged met or exceeded standard, a 0.06% increase from previous year and a 1.08% increase from baseline.</p> <p>14.95% of all students who are Homeless met or exceeded standard, a 2.82%</p>	<p>25-26 CAASPP ELA Achievement Levels: Increase 6% across all student groups.</p> <p>52.6% of all students met or exceeded standard.</p> <p>21.75% of all Students with Disabilities met or exceeded standard</p> <p>16.87% of all English Language Learners met or exceeded standard</p> <p>41.27% of all students who are Socio Economically Disadvantaged met or exceeded standard</p> <p>31.80% of all students who are Homeless met or exceeded standard</p> <p>25.43% of Foster Youth met or exceeded standard</p> <p>39.85% of all students who are American Indian met or exceeded standard</p> <p>80.70% of all students who are Asian met or exceeded standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		American met or exceeded standard	decrease from baseline.		decrease from previous year and a 1.51% decrease from baseline.	35.85% of all students who are African American met or exceeded standard
		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.		12.51% of Foster Youth met or exceeded standard, a 6.25% increase from previous year and a 5.37% increase from baseline.	76.05% of all students who are Filipino met or exceeded standard
		23.38% of all students who are Hispanic met or exceeded standard	28.21% of all students who are Asian met or exceeded standard, 1.87% decrease from baseline.		26.47% of all students who are American Indian met or exceeded standard, a 11.76% decrease from previous year and a 2.7% decrease from baseline.	42.08% of all students who are Hispanic met or exceeded standard
		32.00% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard	23.71% of all students who are African American met or exceeded standard, 1.03% decrease from baseline.		18.94% of all students who are Asian met or exceeded standard, a 9.27% decrease from previous year and a 11.14% baseline.	44.52% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard
		36.38% of all students who are Two or More Races met or exceeded standard	70.00% of all students who are Filipino met or exceeded standard, a 10% increase from baseline.		23.46% of all students who are African American met or exceeded standard, 0.25% decrease from previous year and a 0.77% decrease from baseline.	64.82% of all students who are Two or More Races met or exceeded standard
		38.02% of all students who are White met or exceeded standard	26.86% of all students who are Hispanic met or exceeded standard, a 3.48% increase from baseline.		60.86% of all students who are Filipino met or exceeded standard, a 10.86% decrease from previous year and a 0.86% 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 standard, a 0.05% increase from baseline.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<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>		<p>29.74% of all students who are Hispanic met or exceeded standard, a 2.88% increase from previous year and a 1.36% increase from baseline.</p> <p>38.29% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard, a 6.24% increase from baseline and a 6.29% increase from baseline.</p> <p>36.08% of all students who are Two or More Races met or exceeded standard, a 0.07% decrease from previous year and a 0.3% decrease from baseline.</p> <p>35.99% of all students who are White met or exceeded standard, a 0.16% decrease from previous year and a 2.03% 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</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>The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic</p>	<p>Increase Tier 1 by 6% across all student groups.</p> <p>Based on Diagnostic #2 Data given in February 2027,</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Tier 1 (on or above grade level): 31%</p> <p>Tier 2 (one grade level below): 31%</p> <p>Tier 3 (two of more grade levels below): 38%</p> <p>Students with Disabilities:</p> <p>Tier 1 (on or above grade level): 12%</p> <p>Tier 2 (one grade level below): 27%</p> <p>Tier 3 (two of more grade levels below): 61%</p> <p>English Learners:</p> <p>Tier 1 (on or above grade level): 10%</p> <p>Tier 2 (one grade level below): 29%</p> <p>Tier 3 (two of more grade levels below): 61%</p> <p>Socioeconomically Disadvantaged:</p> <p>Tier 1 (on or above grade level): 24%</p> <p>Tier 2 (one grade level below): 32%</p> <p>Tier 3 (two of more grade levels below): 44%</p> <p>African American:</p> <p>Tier 1 (on or above grade level): 26%</p> <p>Tier 2 (one grade level below): 33%</p> <p>Tier 3 (two of more grade levels below): 41%</p>	<p>All Students: K-8 Tier 1 (on or above grade level): 30%, a 1% increase from baseline.</p> <p>Tier 2 (one grade level below): 31%. This remains the same compared to baseline.</p> <p>Tier 3 (two of more grade levels below): 39%, a 1% increase from baseline.</p> <p>Students with Disabilities:</p> <p>Tier 1 (on or above grade level): 13%, a 1% increase from baseline.</p> <p>Tier 2 (one grade level below): 26%, a 1% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 61%. This remains the same compared to baseline.</p> <p>English Learners:</p> <p>Tier 1 (on or above grade level): 10%, a 2% decrease from baseline.</p> <p>Tier 2 (one grade level below): 29%, a 2% increase from baseline.</p> <p>Tier 3 (two of more grade levels below): 62%, a 1% increase from baseline.</p>		<p>2, so this does not capture all students: 34% of students are projected to be on or above grade level by the end of the year. This remain the same from the previous year and is a 1% decrease from baseline.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 29%, a 1% increase from previous year and a 2% decrease from baseline.</p> <p>Tier 2 (one grade level below): 28%, a 3% decrease from previous year and a 3% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 43%, a 4% increase from previous year and a 5% increase from baseline.</p> <p>Students with Disabilities:</p> <p>Tier 1 (on or above grade level): 13%. This remains the same from previous year and is a 1% increase from baseline.</p> <p>Tier 2 (one grade level below): 21%, a 5% decrease from previous year and a 6% decrease from baseline.</p>	<p>41% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 37%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 18%</p> <p>English Learners: Tier 1 (on or above grade level): 16%</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 30%</p> <p>African American: Tier 1 (on or above grade level): 32%</p> <p>American Indian: Tier 1 (on or above grade level): 43%</p> <p>Asian: Tier 1 (on or above grade level): 30%</p> <p>White: Tier 1 (on or above grade level): 41%</p> <p>Hispanic: Tier 1 (on or above grade level): 33%</p> <p>Foster Youth:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<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: Tier 1 (on or above grade level): 28% Tier 2 (one grade level below): 28% Tier 3 (two of more grade levels below): 38%</p> <p>Homeless:</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% increase from baseline.</p> <p>American Indian: Tier 1 (on or above grade level): 33%, a 3% decrease from baseline. Tier 2 (one grade level below): 30%. This remains the same compared to baseline. Tier 3 (two of more grade levels below): 36%, a 3% increase from baseline.</p> <p>Asian:</p>		<p>Tier 3 (two of more grade levels below): 66%, a 5% increase from previous year and a 5% increase from baseline.</p> <p>English Learners: Tier 1 (on or above grade level): 7%, a 2% decrease from previous year and a 2% decrease from baseline. Tier 2 (one grade level below): 24%, a 4% decrease from previous year and a 5% decrease from baseline. Tier 3 (two of more grade levels below): 69%, a 6% increase from previous year and a 7% increase from baseline.</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 22%, a 2% decrease from previous year and a 2% decrease from baseline. Tier 2 (one grade level below): 28%, a 4% decrease from previous year and a 4% decrease from baseline. Tier 3 (two of more grade levels below): 41%, a 6% increase from previous year</p>	<p>Tier 1 (on or above grade level): 44%</p> <p>Homeless: Tier 1 (on or above grade level): 22%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<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>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>Tier 1 (on or above grade level): 34%, a 1% decrease from baseline.</p> <p>Tier 2 (one grade level below): 31%, a 1% increase from baseline.</p> <p>Tier 3 (two of more grade levels below): 35%. This remains the same compared to baseline.</p> <p>Hispanic:</p> <p>Tier 1 (on or above grade level): 27% This remains the same compared to baseline.</p> <p>Tier 2 (one grade level below): 33% This remains the same compared to baseline.</p> <p>Tier 3 (two of more grade levels below): 40% This remains the same compared to baseline.</p> <p>Foster Youth:</p>		<p>and a 7% increase from baseline.</p> <p>African American:</p> <p>Tier 1 (on or above grade level): 26%, a 3% decrease from previous year and remains the same from baseline.</p> <p>Tier 2 (one grade level below): 29%, a 1% decrease from previous year and a 4% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 54%, a 13% increase from previous year and a 9% increase from baseline.</p> <p>American Indian:</p> <p>Tier 1 (on or above grade level): 26%, a 10% decrease from previous year and an 11% decrease from baseline.</p> <p>Tier 2 (one grade level below): 47%, a 16% increase from previous year and an 18% increase from baseline.</p> <p>Tier 3 (two of more grade levels below): 26%, a 13% increase from previous year and a 12% increase from baseline.</p> <p>Asian:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>Tier 1 (on or above grade level): 33%, a 5% increase from baseline.</p> <p>Tier 2 (one grade level below): 28%. This remains the same compared to baseline.</p> <p>Tier 3 (two of more grade levels below): 39%, a 1% increase from baseline.</p> <p>Homeless:</p> <p>Tier 1 (on or above grade level): 30%, a 16% increase from baseline.</p> <p>Tier 2 (one grade level below): 31%, a 1% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 39%, a 3% decrease from baseline.</p>		<p>Tier 1 (on or above grade level): 17%, a 2% decrease from previous year and a 7% decrease from baseline.</p> <p>Tier 2 (one grade level below): 54%, a 5% decrease from previous year and a 6% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 29%, an 8% increase from previous year and a 14% increase from baseline.</p> <p>Native Hawaiian or Pacific Islander:</p> <p>Tier 1 (on or above grade level): 40%, a 5% increase from previous year and a 3% increase from baseline.</p> <p>Tier 2 (one grade level below): 25%, a 5% decrease from previous year and a 4% decrease from baseline.</p> <p>Tier 3 (two or more grade levels below): 34%. This remains the same from previous year and baseline.</p> <p>Two or More Races:</p> <p>Tier 1 (on or above grade level): 38%, a 1% decrease from previous year and a</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>2% decrease from baseline Tier 2 (one grade level below): 29%, a 3% decrease from previous year and a 4% decrease from baseline. Tier 3 (two or more grade levels below): 38%, a 9% increase from previous year and an 11% increase from baseline.</p> <p>White: Tier 1 (on or above grade level): 34%. This remains the same from previous year and is a 1% decrease from baseline. Tier 2 (one grade level below): 28%, a 3% decrease from previous year and a 2% decrease from baseline. Tier 3 (two of more grade levels below): 38%, a 3% increase from previous year and a 3% increase from baseline.</p> <p>Hispanic: Tier 1 (on or above grade level): 27% This remains the same from previous year and baseline. Tier 2 (one grade level below): 29%, a 4% decrease from</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>previous year and baseline. Tier 3 (two of more grade levels below): 44%, a 4% increase from previous year and baseline.</p> <p>Foster Youth: Tier 1 (on or above grade level): 17%, a 16% decrease from previous year and an 11% decrease from baseline. Tier 2 (one grade level below): 37%, a 9% increase from previous year and from baseline. Tier 3 (two of more grade levels below): 46%, a 7% increase from previous year and an 8% increase from baseline.</p> <p>Homeless: Tier 1 (on or above grade level): 16%, a 16% increase from previous year and an 11% decrease from baseline. Tier 2 (one grade level below): 38%, a 7% increase from previous year and a 6% increase from baseline. Tier 3 (two of more grade levels below): 46%, a 7% increase from previous year</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					and a 5% increase from baseline.	
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 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>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>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 diagnostic #3, a 2% increase from baseline.</p>		<p>The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:</p> <p>58% of all students are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 2% decrease from baseline.</p> <p>54% of all students with disabilities are "on track" to make "one year's growth". This is a 3% decrease from previous year and a 2% decrease from baseline.</p> <p>58% of all English Learners are "on track" to make "one year's growth". This is a 3% decrease from previous year and a 3% decrease from baseline.</p> <p>58% of all students who are socioeconomically disadvantaged are "on</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>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</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>60% of White students are expected to reach "one year's growth" by diagnostic #3.</p> <p>58% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.</p> <p>69% of Foster students are expected to reach "one year's growth" by diagnostic #3.</p> <p>55% of Homeless students are expected to reach "one year's growth" by diagnostic #3.</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 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>		<p>track" to make "one year's growth". This is a 1% decrease from previous year and remains the same from baseline.</p> <p>57% of all African American students are "on track" to make "one year's growth". This is a 3% decrease from previous year and a 2% decrease from baseline/</p> <p>57% of American Indian students are "on track" to make "one year's growth". This remains the same from previous year and baseline.</p> <p>61% of Asian students are "on track" to make "one year's growth". This remains is a 3% decrease from previous year and a 7% decrease from baseline.</p> <p>59% of Native Hawaiian or Pacific Islander students are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 1% decrease from baseline.</p> <p>57% of students who are Two or More</p>	<p>year's growth" by diagnostic #3.</p> <p>74% of Asian students will be on track to make "one year's growth" by diagnostic #3.</p> <p>66% of White students will be on track to make "one year's growth" by diagnostic #3.</p> <p>64% of Hispanic students will be on track to make "one year's growth" by diagnostic #3.</p> <p>75% of Foster students will be on track to make "one year's growth" by diagnostic #3.</p> <p>61% of Homeless students will be on track to make "one year's growth" by diagnostic #3.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>Races are "on track" to make "one year's growth". This is a 7% decrease from previous year and a 5% decrease from baseline.</p> <p>58% of White students are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 2% decrease from baseline.</p> <p>58% of Hispanic students are "on track" to make "one year's growth". This is a 1% decrease from previous year and remains the same from baseline.</p> <p>40% of Foster Youth students are "on track" to make "one year's growth". This is a 3% increase from previous year and 19% decrease from baseline.</p> <p>40% of Homeless students are "on track" to make "one year's growth". This is an 8% increase from previous year and a 15% decrease from baseline.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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:</p> <p>African American: 105 points below standard Maintained 2.7 points</p> <p>English Learners: 110 points below standard Declined 8 points</p> <p>Homeless: 144.2 points below standard Declined 23.9 points</p> <p>Foster Youth: 127.9 points below standard Declined 37 points</p> <p>Orange:</p> <p>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>Based on the 2024 Dashboard:</p> <p>All Students (Orange) 81.1 points below standard Decline 6.6 points from baseline</p> <p>Red:</p> <p>African American: 110 points below standard 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:</p>		<p>Based on the 2025 Dashboard:</p> <p>All Students (Orange) 82.4 points below standard Maintain 2.4 points from previous year Decline 7.9 points from baseline</p> <p>Red:</p> <p>English Learner 122.4 points below standard Maintain -1.9 points from previous year Decline 12.0 points from baseline</p> <p>Long Term English Learner 165.8 points below standard Maintained -1.4 points from previous year Declined 4.6 points from baseline</p> <p>Foster Youth 130.3 points below standard Declined 19.5 points from previous year Declined 2.5 points from baseline</p> <p>Homeless: 136.0 points below standard Maintained -1.4 points from previous year Increased 8.2 points from baseline</p>	<p>Based on the 2026 Dashboard:</p> <p>Increase performance by 9 points from 2023 baseline.</p> <p>All Students (Yellow) 65.5 points below standard</p> <p>African American: 96 points below standard</p> <p>English Learners: 101 points below standard</p> <p>Homeless: 135.2 points below standard</p> <p>Foster Youth: 118.9 points below standard</p> <p>Asian: 59.8 points below standard</p> <p>Socioeconomically Disadvantaged: 81 points below standard</p> <p>Students with Disabilities: 129.8 points below standard</p> <p>White: 51.3 points below standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>White: 60.3 points below standard Declined 5.8 points</p> <p>Yellow: Hispanic: 91.9 points below standard Increased 3.1 points</p> <p>Two or More Races: 56.5 points below standard Increased 19.5 points</p> <p>Pacific Islander: 67 points below standard Increased 8.5 points</p> <p>Blue: Filipino: 20.8 points below standard Increased 15.9 points</p>	<p>Foster Youth: 110.9 points below standard 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: 59.0points below standard 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:</p>		<p>Orange African American 102.4 points below standard Increased 7.6 points from previous year Increase 2.6 points from baseline</p> <p>American Indian 71.1 points below standard Maintained -0.7 points from previous year Increase 4.3 points from baseline</p> <p>Hispanic 91.9 points below standard Maintained 2.9 points from previous year This remains the same as baseline</p> <p>Two or More Races: 60 points below standard Maintained -1.0 points from previous year Declined 3.5 points from baseline</p> <p>Pacific Islander 81.6 points below standard Maintained -0.1 points from previous year Declined 14.6 points from baseline</p> <p>Socioeconomically Disadvantaged 94.0 points below standard</p>	<p>Hispanic: 82.9 points below standard</p> <p>Two or More Races: 47.5 points below standard</p> <p>Pacific Islander: 58 points below standard</p> <p>Filipino: 11.8 points below standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>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>		<p>Maintained 1.4 points from previous year Declined 2.0 points from baseline</p> <p>Students with Disabilities 134.4 points below standard Increased 4.3 points from previous year Increased 4.4 points from baseline</p> <p>White 69.2 points below standard Maintained -0.5 points from previous year Decline 8.9 points from baseline</p> <p>No color Filipino 7.7 points above standard Declined 4.8 points Declined 13.1 points from baseline</p>	
3.10	CAASPP Performance Levels (Math)	<p>22-23 CAASPP Math Achievement Levels:</p> <p>24.05% of all students met or exceeded standard.</p> <p>7.74% of all Students with Disabilities met or exceeded standard</p> <p>5.90% of all English Language Learners met or exceeded standard</p>	<p>23/24 CAASPP Math Achievement Levels:</p> <p>22.56% of all students met or exceeded standard, a 1.49% decrease from baseline.</p> <p>8.41% of all Students with Disabilities met or exceeded standard, a 0.67% increase from baseline.</p>		<p>24/25 CAASPP Math Achievement Levels:</p> <p>27.48% of all students met or exceeded standard, a 4.92% increase from previous year and 3.34% increase from baseline.</p> <p>8.61% of all Students with Disabilities met or exceeded standard, a</p>	<p>25-26 CAASPP Math Achievement Levels will increase 6% for all students :</p> <p>54.54% of all students met or exceeded standard.</p> <p>18.26% of all Students with Disabilities met or exceeded standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		17.77% of all students who are Socio Economically Disadvantaged met or exceeded standard	4.56% of all English Language Learners met or exceeded standard, a 1.34% decrease from baseline.		0.2% increase from previous year and 0.87% increase from baseline.	15.93% of all English Language Learners met or exceeded standard
		9.60% of all students who are Homeless met or exceeded standard	18.55% of all students who are Socio Economically Disadvantaged met or exceeded standard, a 0.78% increase from baseline.		3.91% of all Learners met or exceeded standard, a 0.65% decrease from previous year and 1.99% decrease from baseline.	28.91% of all students who are Socio Economically Disadvantaged met or exceeded standard
		17.41% of Foster Youth met or exceeded standard	9.62% of all students who are Homeless met or exceeded standard, a 0.02% increase from baseline.		19.04% of all students who are SocioEconomically Disadvantaged met or exceeded standard, a .49% increase from previous year and 1.27% increased from baseline.	22.15% of all students who are Homeless met or exceeded standard
		20.83% of all students who are American Indian met or exceeded standard	0.0% of Foster Youth met or exceeded standard, a 17.41% decrease from baseline.		11.91% of all students who are Homeless met or exceeded standard, a 2.29% increase from previous year and 2.31% increase from baseline.	16.47% of Foster Youth met or exceeded standard
		23.27% of all students who are Asian met or exceeded standard	20.58% of all students who are American Indian met or exceeded standard, a 0.25% decrease from baseline.		6.25% of all students who are Foster Youth met or exceeded standard, a 6.25% increase from previous year and a 1.16% decrease from baseline.	27.95% of all students who are American Indian met or exceeded standard
		11.43% of all students who are African American met or exceeded standard	18.68% of all students who are Asian met or exceeded standard, a 4.59% decrease from baseline.		23.53% of all students who are American Indian met or exceeded standard, a	75.93% of all students who are Asian met or exceeded standard
		44.83% of all students who are Filipino met or exceeded standard	13.17% of all students who are African			22.89% of all students who are African American met or exceeded standard
		17.97% of all students who are Hispanic met or exceeded standard				62.08% of all students who are Filipino met or exceeded standard
		24.40% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard				28.69% of all students who are Hispanic met or exceeded standard
		26.86% of all students who are Two or More				31.54% of all students who are Native

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Races met or exceeded standard</p> <p>29.51% of all students who are White met or exceeded standard</p>	<p>American met or exceeded standard, a 1.74% increase from baseline.</p> <p>63.34% of all students who are 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% decrease from baseline.</p>		<p>2.95% increase from previous year and 2.70% increase from baseline.</p> <p>13.36% of all students who are Asian met or exceeded standard, a 5.32% decrease from previous year and 9.91% decrease from baseline.</p> <p>14.64% of all students who are African American met or exceeded standard, a 1.47% increase from previous year and 3.21% increase from baseline.</p> <p>52.17% of all students who are Filipino met or exceeded standard, a 11.17% decrease from previous year and 7.34% increase from baseline.</p> <p>19.21% of all students who are Hispanic met or exceeded standard, a 1.93% increase from previous year and 1.72% increase from baseline.</p> <p>22.68% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard, a 3.3% decrease from previous year and</p>	<p>Hawaiian or Pacific Islander met or exceeded standard</p> <p>55.54% of all students who are Two or More Races met or exceeded standard</p> <p>55.02% of all students who are White met or exceeded standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>1.72% decrease from baseline.</p> <p>27.11% of all students who are Two or More Races met or exceeded standard, a 1.05% increase from previous year and 0.25% increase from baseline.</p> <p>27.48% of all students who are White met or exceeded standard, a 0.12% increase from previous year and a 2.03% decrease from baseline.</p>	
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%</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:</p>		<p>The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students: 26% of students are projected to be on or above grade level by the end of the year. This is a 1% increase from previous year and remains the same from baseline.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 21%, a 1% remains the same from previous year</p>	<p>Increase Tier 1 by 6% across all student groups.</p> <p>Based on Diagnostic #2 Data given in February 2027, 32% of students are projected to be on or above grade level by the end of the year.</p> <p>All Students: K-8 Tier 1 (on or above grade level): 28%</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 14%</p> <p>English Learners: Tier 1 (on or above grade level): 12%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>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>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%</p>	<p>Tier 1 (on or above grade level): 9%, a 1% increase from baseline. 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 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): 16% Tier 2 (one grade level below): 42%</p>		<p>and a 1% decrease from baseline. Tier 2 (one grade level below): 40%, a 3% decrease from previous year and a 3% decrease from baseline. Tier 3 (two of more grade levels below): 39%, a 4% increase from previous year and a 5% increase from baseline.</p> <p>Students with Disabilities: Tier 1 (on or above grade level): 9%, a 1% decrease from previous year and is a 1% increase from baseline. Tier 2 (one grade level below): 27%, a 6% decrease from previous year and a 6% decrease from baseline. Tier 3 (two of more grade levels below): 64%, a 6% increase from previous year and a 5% increase from baseline.</p> <p>English Learners: Tier 1 (on or above grade level): 5%. This remains the same from previous year and baseline. Tier 2 (one grade level below): 34%, a 4% decrease from</p>	<p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 21%</p> <p>African American: 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>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Tier 3 (two of more grade levels below): 42%</p> <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>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% 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</p>		<p>previous year and a 4% decrease from baseline. Tier 3 (two of more grade levels below): 61%, a 4% increase from previous year and a 4% increase from baseline.</p> <p>Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 14%, a 1% decrease from previous year and a 1% decrease from baseline. Tier 2 (one grade level below): 40%, a 2% decrease from previous year and a 2% decrease from baseline. Tier 3 (two of more grade levels below): 46%, a 3% increase from previous year and a 3% increase from baseline.</p> <p>African American: Tier 1 (on or above grade level): 15%, a 1% decrease from previous year and a 1% increase from baseline. Tier 2 (one grade level below): 40%, a 8% decrease from previous year and a 2% decrease from baseline.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>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%, 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>Tier 3 (two of more grade levels below): 45%, a 9% increase from previous year and a 13% increase from baseline.</p> <p>American Indian: Tier 1 (on or above grade level): 23%, a 9% increase from previous year and remains the same from baseline. Tier 2 (one grade level below): 48%, a 9% increase from previous year and a 3% decrease from baseline. Tier 3 (two of more grade levels below): 29%, a 13% decrease from previous year and a 3% decrease from baseline.</p> <p>Asian: Tier 1 (on or above grade level): 13%, a 9% increase from previous year and remains the same from baseline. Tier 2 (one grade level below): 34%, a 10% decrease from previous year and a 12% decrease from baseline. Tier 3 (two of more grade levels below): 52%, an 11% increase from previous year</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Tier 3 (two of more grade levels below): 54%, a 6% increase from baseline		<p>and a 10% increase from baseline.</p> <p>Native Hawaiian or Pacific Islander: Tier 1 (on or above grade level): 29%, remains the same from previous year and a 1% decrease from baseline. Tier 2 (one grade level below): 40%, a 3% decrease from previous year and a 2% decrease from baseline. Tier 3 (two or more grade levels below): 31%, a 1% decrease from previous year and remains the same from baseline.</p> <p>Two or More Races: Tier 1 (on or above grade level): 27%, remains the same from previous year and a 1% decrease from baseline Tier 2 (one grade level below): 45%, a 1% decrease from previous year and remains the same from baseline. Tier 3 (two or more grade levels below): 48%, a 1% increase from previous year and remains the same from baseline.</p> <p>White:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>Tier 1 (on or above grade level): 25%. This remains the same from previous year and is a 1% decrease from baseline.</p> <p>Tier 2 (one grade level below): 41%, a 1% decrease from previous year and a 1% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 34%, a 1% increase from previous year and a 2% increase from baseline.</p> <p>Hispanic:</p> <p>Tier 1 (on or above grade level): 17% This remains the same from previous year and baseline.</p> <p>Tier 2 (one grade level below): 42%, a 3% decrease from previous year and a 1% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 41%, a 2% increase from previous year and a 1% increase from baseline.</p> <p>Foster Youth:</p> <p>Tier 1 (on or above grade level): 10%, remains the same from previous year and a 7% decrease from baseline.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>Tier 2 (one grade level below): 44%, a 1% decrease from previous year and a 12% increase from baseline.</p> <p>Tier 3 (two of more grade levels below): 46%, a 1% increase from previous year and an 3% increase from baseline.</p> <p>Homeless:</p> <p>Tier 1 (on or above grade level): 11%, a 3% increase from previous year and an 1% decrease from baseline.</p> <p>Tier 2 (one grade level below): 42%, a 4% increase from previous year and a 3% increase from baseline.</p> <p>Tier 3 (two of more grade levels below): 47%, a 7% decrease from previous year and a 1% decrease from baseline.</p>	
3.12	iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	<p>As of Diagnostic 2 (Feb 2024),</p> <p>58% of all students were "on track" to make "one year's growth."</p> <p>55% of all students with disabilities are expected to reach</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</p>		The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:	<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>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>"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>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>"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>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>56% of all students are "on track" to make "one year's growth". This remains the same from previous year and a 2% decrease from baseline.</p> <p>55% of all students with disabilities are "on track" to make "one year's growth". This is a 1% increase from previous year and a 1% decrease from baseline.</p> <p>58% of all English Learners are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 1% decrease from baseline.</p> <p>56% of all students who are socioeconomically disadvantaged are "on track" to make "one year's growth". This is a 1% increase from previous year and a 1% decrease from baseline.</p> <p>56% of all African American students are "on track" to make "one year's growth". This is a 3% increase from previous year and a 1% increase from baseline.</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 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>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<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>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>52% of American Indian students are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 10% decrease from baseline.</p> <p>61% of Asian students are "on track" to make "one year's growth". This remains the same from previous year and is a 2% decrease from baseline.</p> <p>55% of Native Hawaiian or Pacific Islander students are "on track" to make "one year's growth". This is a 7% decrease from previous year and a 6% decrease from baseline.</p> <p>55% of students who are Two or More Races are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 1% increase from baseline.</p> <p>56% of White students are "on track" to make "one year's growth". This is a remains the same from previous year and a 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 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>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>increase from baseline.</p> <p>55% of Hispanic students are "on track" to make "one year's growth". This remains the same from previous year and is a 1% decrease from baseline.</p> <p>52% of Foster Youth students are "on track" to make "one year's growth". This is a 14% increase from previous year and 18% decrease from baseline.</p> <p>53% of Homeless students are "on track" to make "one year's growth". This is an 17% increase from previous year and a 6% decrease from baseline.</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		Based on the 2025 California Dashboard, 47.1% of English Learners progressed as least one ELPI Level. It maintained 1.9% from the previous year and a 1.7% decline from baseline. 0.8% (0.8% decrease from baseline) of English Learners maintained an ELPI level of 4 and 46.5% (a 1% decrease	Based on the 2026 California Dashboard, 54.8% of English Learners progressed as least one ELPI Level. 53.5% of students increased in performance.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			increased in performance.		from baseline) of students increased in performance.	
3.14	DataQuest: English Learner Data (# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Learners that are LTELs	Based on 2022/2023 Data Quest, there were 6,014 English Learners in Cajon Valley, making up 34.3% of the student population. 8.5% of the EL population were LTEL. This is a decrease of 0.2% from the previous year. 21.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	Based on 2023/2024 Data 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. 8.2% of the EL population were LTEL. This is a decrease of 0.3% from the previous year (baseline). 21.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP). This remains the same compared to baseline.		Based on 2024/2025 Data Quest, there were 6,387 English Learners in Cajon Valley, making up 34.5% of the student population. This is an increase of 0.02% from baseline. 7.8% of the EL population were LTEL. This is a decrease of 0.7% from the baseline. 21.1% of Ever-EL students are Reclassified Fluent English Proficient (RFEP). This is a 0.7% decrease from baseline.	Decrease LTEL percent by 2%. 6.5% or lower of our EL population will fall into the LTEL group. 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).
3.15	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (Priority 2)	100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs	100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs		This data will be available in the Spring.	Maintain Baseline: 100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		will be enrolled in a broad course of study.	will be enrolled in a broad course of study.			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.		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.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>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.</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</p>	Yes	Fully Implemented		<p>Mathematics: Last month, your students used i-Ready Personalized Instruction, with an average Lesson Time-on-Task of 39.00 minutes per student and an average lesson pass rate of 91.0%.</p> <p>Reading: Last month, your students used i-Ready Personalized Instruction, with an average Lesson Time-on-Task of 34.29 minutes per student and an average lesson pass rate of 78.0%.</p>	\$1,000,000.00	\$919,087

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
3.2	<p>Literacy Program 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>	Yes	Fully Implemented		During the 2025–26 school year, our K–2 classrooms continued the implementation of common literacy assessments across sites using the CORE Phonics and CORE Phonological Awareness assessments. These shared tools have strengthened consistency in how we measure foundational literacy skills, enabling teachers and site leaders to more effectively identify trends, guide instruction, and target interventions. Across the district, assessment administration rates increased from Trimester 1 of the 2024–25 school year to Trimester 1 of the 2025–26 school year, with 1st grade rising from 66% to 89% and 2nd grade increasing from 73% to 88% of students assessed. In addition to improved administration rates,	\$3,817,952	\$868,936

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>student performance also demonstrated growth in key early literacy indicators. In 1st grade, the percentage of students accurately reading CVC words at the beginning of the year increased from 34% to 49%, reflecting strengthened decoding skills. In 2nd grade, students showed progress at the beginning of the year across multiple foundational categories, with accuracy in reading blends increasing from 30% to 37%, digraphs improving from 28% to 37%, and r-controlled vowels rising from 26% to 34%. These early gains indicate that students are building stronger phonics and decoding skills, and this data continues to guide our coaching, professional learning, and small-group instructional decisions as we work toward districtwide literacy growth.</p> <p>For our LCAP midyear review, the Admin LETRS series includes Cohort 1A (31 APs/District Administrators and 5 principals), Cohort 1B</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>(20 elementary principals), and Cohort 2 (5 middle school principals). As of December 2025, participants have completed two in-person sessions (approximately 6 hours of facilitated learning) and an additional 3 hours of reading and application tasks. Feedback from Sessions 1 and 2 shows strong engagement, growing understanding of the science of reading, and increasing confidence in using LETRS-aligned practices during classroom walkthroughs and site-based coaching. Districtwide, participation in Admin LETRS has nearly tripled, expanding from 20 administrators in one cohort to 57 administrators across four cohorts, demonstrating a significant investment in building leadership capacity for high-quality literacy instruction. The Enrichment Team consists of 12 Enrichment Teachers supporting 26 school sites, providing critical instructional coverage</p>		

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					<p>and capacity-building support. As of December 5, 2025, the team has supported 130 teacher participating in LETRS by providing release time and on-site assistance. In addition to LETRS release, the team supported teams to collaborate and build on professional learning contributing to a total of 44 days of coverage at school sites. Their efforts have enabled teachers to fully participate in two in-person LETRS learning sessions (12 hours total), in addition to ongoing coaching and implementation support. Our LETRS implementation is showing a strong early impact on teacher knowledge and instructional readiness. Prior to training, only 5% of participants demonstrated mastery on the LETRS Units 1–4 pretest, with an average score of 56%. After completing Unit 1, 90% of participants achieved mastery on the post-test, demonstrating significant growth in their understanding of the science of reading.</p>		

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					<p>Feedback from teachers has also been highly positive, with participants rating the relevancy of LETRS at 4.52/5 and the clarity of training at 4.76/5. Teachers shared powerful “aha” moments, noting how LETRS strengthened their understanding of reading as a complex, brain-based process that requires explicit, systematic instruction. Many expressed a deeper appreciation for the role of orthographic mapping, phonological awareness, vocabulary, pacing, and the impact of ADHD and trauma on learning. Overall, teachers reported that the training reinforced a critical belief: with intentional instruction, immediate feedback, and attention to student needs, nearly all students can become proficient readers.</p> <p>Our StudySync Cohort continues to demonstrate meaningful progress in instructional practice, collaboration, and teacher confidence with the curriculum. This year, 30 teachers and 6 instructional</p>		

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					<p>support staff from 8 sites—including nontraditional and K–6/K–8 schools—participated in two collaboration sessions and engaged in 27 personalized coaching meetings, including 3 classroom visits. Coaching support was distributed across the Middle School literacy team. Feedback from participants indicates strong engagement and satisfaction with the learning experience: teachers rated relevance at 3.6/4, clarity and structure at 3.65/4, collaboration at 3.75/4, and follow-up support at 3.95/4. Participants also reported a strong sense of emotional safety, belonging, and growth mindset within the cohort (3.9–3.95/4). Teachers shared that the professional learning has strengthened their vocabulary instruction through routines such as flashcards, Cognitive Content Dictionary, chants, and interactive strategies that connect learning across modalities. Many plan to expand oral language development,</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					incorporate station-based instruction, and maintain student engagement through purposeful movement and attention-sustaining routines. Additionally, teachers reported a clearer understanding of how to integrate StudySync more consistently across ELA and ELD, adapting lessons instead of avoiding challenging content. Overall, the cohort is fostering increased collaboration, intentional planning, and student-centered literacy practices that are beginning to take root across participating sites.		
3.3	<p>Library software & SDCOE Librarian oversight</p> <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</p>	Yes	Fully Implemented		This data will be available in the Spring.	\$34,752	\$28,365

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students represented in our unduplicated count.						
3.4	<p>Early Learning Assessment 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. 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>	Yes	Fully Implemented		During the 2025–26 school year, our K–2 classrooms continued the implementation of common literacy assessments across sites using the CORE Phonics and CORE Phonological Awareness assessments. These shared tools have strengthened consistency in how we measure foundational literacy skills, enabling teachers and site leaders to more effectively identify trends, guide instruction, and target interventions. Across the district, assessment administration rates increased from Trimester 1 of the 2024–25 school year to Trimester 1 of the 2025–26 school year, with 1st grade rising from 66% to 89% and 2nd grade increasing from 73% to 88% of students assessed.	\$84,720	\$84,720

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p>Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs</p> <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>	Yes	Fully Implemented		At the beginning of the year, additional funding was allocated to each certificated staff member to help offset out-of-pocket expenses.	\$403,800	\$4,810
3.6	<p>Provide Learning Management System to support development eKadence and Seesaw</p> <p>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</p>	Yes	Partially Implemented		This data will be available in the Spring.	\$175,000	\$56,349

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						
3.7	<p>Site One Time Literacy Funds Each school site received an allocation of \$53.00 per student to improve student literacy through detailed, data-informed planning. Working alongside their Literacy Leadership teams, each site developed literacy plans that concentrate on leveraging current strengths and addressing areas of improvement as identified by data. These plans are centered on a unique site "literacy change idea", which includes strategies for evaluation and continuous monitoring to confirm their impact. These plans provide the foundation for growing literacy capacity at each site over the upcoming years, promoting a long-term and sustainable approach to improving literacy. Due to the detail and length of planning times, any unused funds from the 2023-2024 fiscal year may be used by the respective site for the following year, to ensure all funds are fully utilized to meet site literacy goals. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our</p>	Yes	Partially Implemented		As of December 2025, 81% of funds have not been allocated. Of the funds allocated, 42% of funds were allocated to instructional supplies, 56% of funds were allocated to teacher release/planning and 2% of funds were allocated to professional learning. Sites are continually working with their literacy leadership teams to allocate funds based on student needs.	\$27,424	\$25,399

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
3.8	<p>Site Supplemental Concentration Funding</p> <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>	Yes	Fully Implemented	<p>The following data is based on available diagnostic 2 data in Reading, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:</p> <p>58% of all English Learners are "on track" to make "one year's growth". This is a 3% decrease from previous year and a 3% decrease from baseline.</p> <p>58% of all students who</p>	Annual funding has been allocated to support site-based actions aimed at improving outcomes for students within the unduplicated count population.	\$3,081,714	\$738,118

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>are socioeconomically disadvantaged are "on track" to make "one year's growth". This is a 1% decrease from previous year and remains the same from baseline.</p> <p>40% of Foster Youth students are "on track" to make "one year's growth". This is a 3% increase from previous year and 19% decrease from baseline.</p> <p>40% of Homeless students are "on track" to make "one year's growth". This is an 8% increase from previous year and a 15% decrease from baseline.</p> <p>The following data is based on available diagnostic 2 data in Math, given December 2025. The</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:</p> <p>58% of all English Learners are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 1% decrease from baseline.</p> <p>56% of all students who are socioeconomically disadvantaged are "on track" to make "one year's growth". This is a 1% increase from previous year and a 1% decrease from from baseline.</p> <p>52% of Foster Youth students are "on track" to make "one year's growth".</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>This is a 14% increase from previous year and 18% decrease from baseline.</p> <p>53% of Homeless students are "on track" to make "one year's growth". This is an 17% increase from previous year and a 6% decrease from baseline.</p>			
3.9	<p>Class Size Reduction Our diagnostic data for ELA and Math indicates that the gap to achieving proficiency grows as students progress through grade levels. This gap is especially large among our unduplicated students. To address this, we will increase middle school certificated staffing to reduce class sizes, allowing for more personalized attention and teacher interaction to help close the achievement gap for English Learners and low-income students. Smaller class sizes allow teachers to use a variety of instructional strategies and develop stronger relationships with students in both content areas and advisory classes, as fewer students in a classroom lead to fewer distractions. Additionally, more Special Day Class teachers will be hired to increase support and improve academic outcomes for our unduplicated students who require extra instructional assistance. This initiative is aimed at students who may benefit significantly from extra support. In the early grades, our analysis shows that the proportion of students in tier 3 remains consistent past 3rd grade, highlighting</p>	Yes	Fully Implemented	<p>The following data is based on available diagnostic 2 data in Reading, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:</p> <p>58% of all English Learners are "on track" to make "one year's growth".</p>	Additional staffing allocations have been provided to reduce class sizes in TK-3 and special education.	\$10,856,714	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>			<p>This is a 3% decrease from previous year and a 3% decrease from baseline.</p> <p>58% of all students who are socioeconomically disadvantaged are "on track" to make "one year's growth". This is a 1% decrease from previous year and remains the same from baseline.</p> <p>40% of Foster Youth students are "on track" to make "one year's growth". This is a 3% increase from previous year and 19% decrease from baseline.</p> <p>40% of Homeless students are "on track" to make "one year's growth". This is an 8% increase from previous year and a 15%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>decrease from baseline.</p> <p>The following data is based on available diagnostic 2 data in Math, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students:</p> <p>58% of all English Learners are "on track" to make "one year's growth". This is a 2% decrease from previous year and a 1% decrease from baseline.</p> <p>56% of all students who are socioeconomically disadvantaged are "on track" to make "one year's growth". This is a 1% increase from</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>previous year and a 1% decrease from from baseline.</p> <p>52% of Foster Youth students are "on track" to make "one year's growth". This is a 14% increase from previous year and 18% decrease from baseline.</p> <p>53% of Homeless students are "on track" to make "one year's growth". This is an 17% increase from previous year and a 6% decrease from baseline.</p>			
3.10	<p>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.</p>	Yes	Fully Implemented		As of 12/2025, we have 3849 Students Eligible for Special Education Services, and 463 students pending assessments for eligibility.	\$1,303,585	\$347,892
3.11	EL Program Support	Yes	Partially Implemented	Based on 2024/2025 Data	21 staff members have completed either Part 1	\$686,200	\$145,137

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and school level for English language arts, please see addendum A at the end of this document.</p>			<p>Quest, there were 6,387 English Learners in Cajon Valley, making up 34.5% of the student population. This is an increase of 0.02% from baseline.</p> <p>7.8% of the EL population were LTEL. This is a decrease of 0.7% from the baseline.</p> <p>21.1% of Ever-EL students are Reclassified Fluent English Proficient (RFEP). This is a 0.7% decrease from baseline.</p> <p>Based on the 2025 California Dashboard, 47.1% of English Learners progressed as least one ELPI Level. It maintained 1.9% from the previous year and and a 1.7% decline from baseline. 0.8%</p>	<p>or Part 2 GLAD training so far during the 25/26 school year. 54 teachers have attended a GLAD cohort after school professional learning session during the 24/25 school year. 4 staff members are completing GLAD certification to be a GLAD Trainer of Trainer for Cajon Valley.</p>		

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				(0.8% decrease from baseline) of English Learners maintained an ELPI level of 4 and 46.5% (a 1% decrease from baseline) of students increased in performance.			
3.12	<p>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</p>	Yes	Fully Implemented		To support the district's 1:1 technology program for all TK-8 students, a dedicated Technology Support Team has been established. This includes six full-time Computer Support Technicians, a Chief Technology Officer, a Director of Information Technology, and Computer Service Technicians who ensure device functionality and maintenance. The Director of Information Systems optimizes technology for data-driven decision-making, while a Software/Database Specialist provides Help Desk support, on-site assistance, and network services. These efforts ensure students from low-	\$1,521,000	\$485,564

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	infrastructure not only supports individual learning but also equips teachers with the tools to address the specific challenges faced by these students.				income, English Learner, foster youth, and homeless backgrounds receive the necessary technology support to succeed academically. By maintaining reliable technology and providing targeted services, the district empowers students and teachers with the tools needed to enhance learning outcomes.		
3.13	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 support students in achieving academic goals. The replacement plan includes the replacement of computers, laptops, and printers.	Yes	Fully Implemented		As a 1:1 district, all TK-8 students have access to a device. To ensure equitable access to instructional materials, the Chief Technology Officer has allocated funding for the cyclical replacement of classroom technology. This initiative supports students in achieving their academic goals and includes loaner computers available at each site. The replacement plan covers the renewal of computers, laptops, and printers to maintain up-to-date and effective learning tools.	\$300,000	\$0
3.14	Data and Growth According to our California Accountability Dashboard, Cajon Valley is facing challenges with numerous indicators and student groups	Yes	Fully Implemented	2025 Dashboard Suspension Indicator:	Data and Assessment Coordinators have increased staff access to data relevant to their	\$353,406	\$114,203

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>			<p>All Students Indicator Color: Yellow 4.6% suspended at least one day Declined 1.3%</p> <p>2025 Dashboard Chronic Absenteeism All Students Indicator Color: Orange 26.3% chronically absent Declined 1%</p> <p>2025 California Dashboard ELA: All Students color indicator: Orange 51.1 points below standard Maintained 2.4 points</p> <p>24/25 CAASPP ELA Achievement Levels: 31.67% of all students met or exceeded standard, a 0.11% decrease from previous year and 1.75% decrease from baseline.</p>	<p>role and implemented protocols for consistent data analysis. The Data Analysis Protocol (DAP) has been used by 100% of administrators and 100% of sites to analyze and set goals student literacy data through principal meetings and Monday staff meetings. Additionally, access to relevant data has been increased through strategic usage of data dashboards on suspension, demographics, attendance, and foundational literacy skills.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students: 34% of students are projected to be on or above grade level by the end of the year. This remain the same from the previous year and is a 1% decrease from baseline.</p> <p>All Students: K-8 Reading Tier 1 (on or above grade level): 29%, a 1% increase from previous year and a 2% decrease from baseline. Tier 2 (one grade level below): 28%, a 3% decrease from previous</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>year and a 3% decrease from baseline.</p> <p>Tier 3 (two of more grade levels below): 43%, a 4% increase from previous year and a 5% increase from baseline.</p> <p>Based on the 2025 Dashboard (Math): All Students (Orange) 82.4 points below standard Maintain 2.4 points from previous year Decline 7.9 points from baseline</p> <p>24/25 CAASPP Math Achievement Levels:</p> <p>27.48% of all students met or exceeded standard, a 4.92% increase from previous year and 3.34% increase from baseline.</p> <p>The following data is based</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students: 26% of students are projected to be on or above grade level by the end of the year. This is a 1% increase from previous year and remains the same from baseline.</p> <p>All Students: K-8 Math Tier 1 (on or above grade level): 21%, a 1% remains the same from previous year and a 1% decrease from baseline. Tier 2 (one grade level below): 40%, a 3% decrease from previous year and a 3%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				decrease from baseline. Tier 3 (two of more grade levels below): 39%, a 4% increase from previous year and a 5% increase from baseline.			
3.15	<p>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.</p>	No	Fully Implemented	<p>The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students in ELO:</p> <p>48% of students in ELOP are on track to make typical reading growth.</p> <p>49% of students in ELOP are on track to make typical math growth.</p>		\$24,532,002	\$6,076,420

Goal 4

Goal Description

Students with disabilities will demonstrate expected yearly growth in literacy skills.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 2025 California Dashboard, students with disabilities are in the orange category in the ELA academic indicator: 106.3 points below standard Increased 9.1 points from previous year Increase 7.4 points from baseline	Based on the 2026 California Dashboard, students with disabilities are will increase at least 10 points in the ELA academic indicator.
4.2	CAASPP - ELA - SWD	According to 2023 CAASPP, 15.75% of students with disabilities met or exceeded standard in ELA.	According to 2024 CAASPP, 10.39% of students with disabilities met or exceeded standard in ELA, a 0.02% decrease from baseline.		According to 2025 CAASPP, 11.10% of students with disabilities met or exceeded standard in ELA, a 0.71% increase from previous year and 0.69% increase from baseline.	Based on 2026 CAASPP, 20.75% 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.		According to 2024 ELPAC scores, 6.34% of students who are dually identified (English Learner and Student with Disabilities) are a level 4 on ELPAC or a Level 3 on Alternate ELPAC, a 0.32% decrease from previous year and a 0.63% 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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.		<p>The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students with disabilities</p> <p>54% of all students with disabilities are "on track" to make "one year's growth". This is a 3% decrease from previous year and a 2% decrease from baseline.</p>	Based on the iReady reading diagnostic given in February 2027, 62% of students with disabilities will be on track to typical growth for the 23/24 school year.
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 48% of students with disabilities met typical growth for the 22/23 school year.	Based on the iReady reading diagnostic given June 2024, 46% of students with disabilities met typical growth for the 23/24 school year.		This data will be available in June, once diagnostic #3 is completed.	Based on the iReady reading diagnostic given June 2026, 54% of students with disabilities will meet typical growth for the 25/26 school year.
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	<p>Based on the iReady reading diagnostic given in February 2024:</p> <p>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</p>	<p>Based on the iReady reading diagnostic given in February 2025:</p> <p>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.</p>		<p>The following data is based on available diagnostic 2 data, given December 2025. The window for assessments for Kindergarten and 1st grade will close 1/31/26 for diagnostic 2, so this does not capture all students with disabilities:</p> <p>Tier 1 (on or above grade level): 13%. This remains the same</p>	<p>Based on the iReady reading diagnostic given in February 2027:</p> <p>18% of students with disabilities will be at Tier 1 (at or above grade level)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(2 or more grade levels below)	61% of students with disabilities are Tier 3 (2 or more grade levels below). This remains the same compared to baseline.		from previous year and is a 1% increase from baseline. Tier 2 (one grade level below): 21%, a 5% decrease from previous year and a 6% decrease from baseline. Tier 3 (two of more grade levels below): 66%, a 5% increase from previous year and a 5% increase from 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 SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	This is a new metric, and will be implemented in the 24-25 school year.	Due to professional learning limitations, we were unable to develop an implementation plan for the 24/25 school year. An implementation plan was created for the 25/26 school year and includes a plan to release Ed Specialists for professional learning.		As of December 3rd, 2025, we have provided applied professional learning for 88 of our Mild/Moderate Support Needs Education Specialists, which is 48% of our Education Specialist staff. As part of a professional learning community, speech-language pathologists have been exploring their role in ensuring that students have a solid oral language foundation to support their literacy development; this exploration includes participation in a re-norming project for a language and literacy assessment called the Assessment of Language and Literacy (ALL) which will help	50% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					SLPs and other professionals clearly identify areas of need for individual students that can be written as SMART goals to address those needs.	
4.8	IEP Implementation (% of students receiving 90% of 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.		<p>25/26 LCAP Metrics 25/26 LCAP Metrics 100% 12 G47</p> <p>Our annual CDE IEP Implementation Audit will be completed in Spring 2026. CDE scheduled the 25/26 service collection between January 5th through February 27th, with final audit percentages provided in late Spring.</p> <p>Our annual CDE IEP Implementation Audit will be completed in Spring 2026. CDE scheduled the 25/26 service collection between January 5th through February 27th, with final audit percentages provided in late Spring. Turn on screen reader support</p> <p>To enable screen reader support, press</p>	95% of students received 90% or more of their services delivered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>?+Option+Z To learn about keyboard shortcuts, press ?slash</p> <p>Substituted with waiting Jennifer Petraglia (DO) has joined the document.</p>	
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.		<p>25/26 LCAP Metrics 25/26 LCAP Metrics 100% 12 G48</p> <p>As of 12/10/2025, 71% of school age Education Specialists have participated in at least one training in structured literacy intervention. For sites without at least one Education Specialist trained, Educational Services and Special Education Department are collaborating with site leadership to address barriers to training. We have 8 CSPP Teachers and 4 Early Childhood Education Specialists complete the Early Childhood LETRS Training.</p> <p>As of 12/10/2025, 71% of school age</p>	41.25% of Ed Specialists have received at least one training in structure literacy intervention.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>Education Specialists have participated in at least one training in structured literacy intervention. For sites without at least one Education Specialist trained, Educational Services and Special Education Department are collaborating with site leadership to address barriers to training. We have 8 CSPA Teachers and 4 Early Childhood Education Specialists complete the Early Childhood LETRS Training.</p> <p>Turn on screen reader support</p> <p>To enable screen reader support, press ?+Option+Z To learn about keyboard shortcuts, press ?/slash</p> <p>Substituted with waiting Jennifer Petraglia (DO) has joined the document.</p>	
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.		As of December 2025, 94.5% of IEP have the parent involvement completed as yes. 0.13% of parents indicated NO and 122 IEPs are blank, indicating the case manager did not yet mark the field in SEIS.	99% of IEPs have the parent involvement field completed as yes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Program Specialists are following up with case managers and sites with low completion rates.	
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. This will become baseline. 87% of students with IEPs received a progress report between 2/1/25 and 4/30/25. This will become baseline.		As of 12/2025, 62% of sites have a structured consultation plan with assigned program specialist.	100% of schools will have a site specific progress report communication plan.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Partially Implemented		Assistant Principals are attending LETRS training with a focus on Tier 2 and Tier 3 interventions. Education Specialists reported: End of year Barton 24-25: 80% of staff attending felt significantly more confident teaching Barton and reading. 20% felt moderately more confident teaching Barton and reading. End of year SIPPS 24-25: 53% of staff felt significantly more confident	\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					teaching SIPPS. 36% felt moderately more confident teaching SIPPS and reading. Speech and Language Pathologists and School Psychologists received training on the RDRS assessment tool and their role in ensuring appropriate accommodations are provided to students.		
4.2	<p>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.</p>	No	Partially Implemented		As of December 2025, 66 Education Specialists have completed full-day training on Crafting Meaningful IEP Goals based on assessment data and aligned with SOR developmentally appropriate learning progression. Pre-K staff are aligning developmentally appropriate goals with PTKLF. Speech and Language Pathologists were provided information on assessment tools known to generate data regarding literacy proficiency. ECSE and SLP teachers are provided opportunities to coordinate pre-literacy skills in CSAP. Intern Support Providers scheduled Winter Academy Session on CORE Reading Assessments.	\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	<p>Site Service Structures School sites will provide flexible structures for intervention services and alignment that prioritizes access to tier 1 instruction. 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>	No	Partially Implemented		Several sites are implementing WIN time (What I Need), which is a leveled literacy block for all students. Students rotating for reading intervention.	\$893,400	\$46,096
4.4	<p>Literacy Supports Staff that services students with disabilities will have access to specialized literacy materials and technology to support students with disabilities. Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.</p>	No	Partially Implemented		School age Education Specialists and paraeducator staff who attend centrally provided training in SIPPS, BARTON, and IMSEOG are provided 100% of the necessary materials to implement the interventions. This includes teacher guides, student materials, and access to digital resources (as applicable). Program Specialists monitor resource availability for these programs and order materials in advance of training	\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					sessions. 100% of School Psychologists have access to tools assessing for all areas of reading disability.		
4.5	<p>Family Engagement School sites will enhance student family and community involvement to understand and support student progress in literacy. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.</p>	No	Planned		Parents of preschool students, with and without disabilities, are invited to monthly parent engagement events which includes information on how they can support growth in all academic areas. The Special Education Department created a DRAFT tool to support IEP teams in understanding the breakdown of student literacy skills.	\$0.00	

Goal 5

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>Student Engagement/Social Emotional Support 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>	No	Partially Implemented			\$417,091	\$109,234
5.2	<p>Literacy and Academic Interventions Implement targeted intervention programs for students performing below grade level, focusing on foundational skills, vocabulary,</p>	No	Partially Implemented			\$311,241	\$75,196

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	comprehension, and reading fluency, with ongoing professional development for teachers to strengthen foundational instruction and improve student outcomes.						
5.3	<p>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.</p> <p>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.</p>	No	Partially Implemented			\$674,816	\$128,495
5.4	<p>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.</p>	No				\$0	

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	221,657,273	229,229,627
LCFF Supplemental/Concentration Grants	52,852,199	57,305,323