



CAJON VALLEY

UNION SCHOOL DISTRICT

LCFF Budget Overview for Parents

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

CDS Code: 37-67991

School Year: 2026-27

LEA contact information:

Karen Minshew

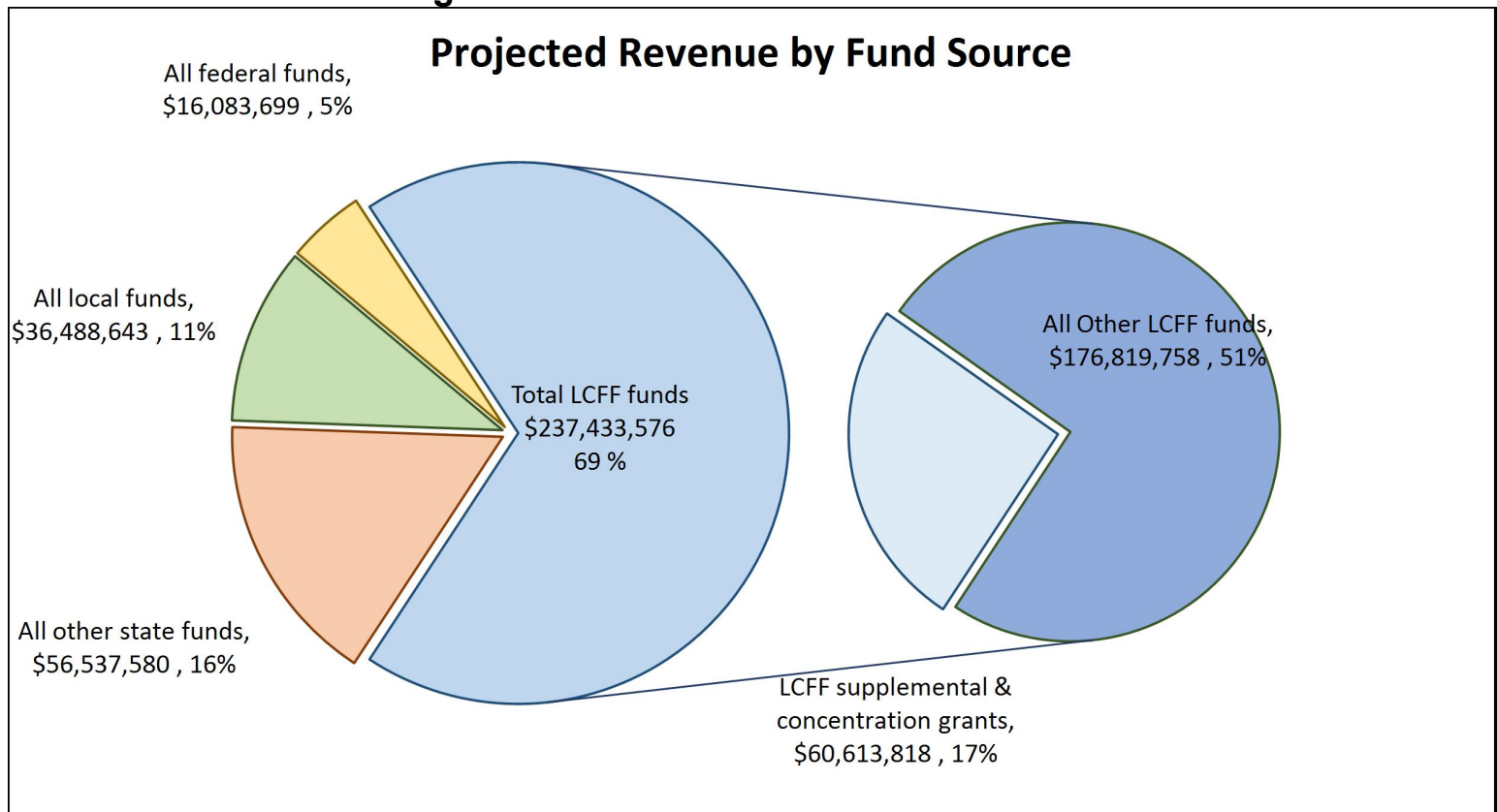
Assistant Superintendent, Educational Services

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

Budget Overview for the 2026-27 School Year

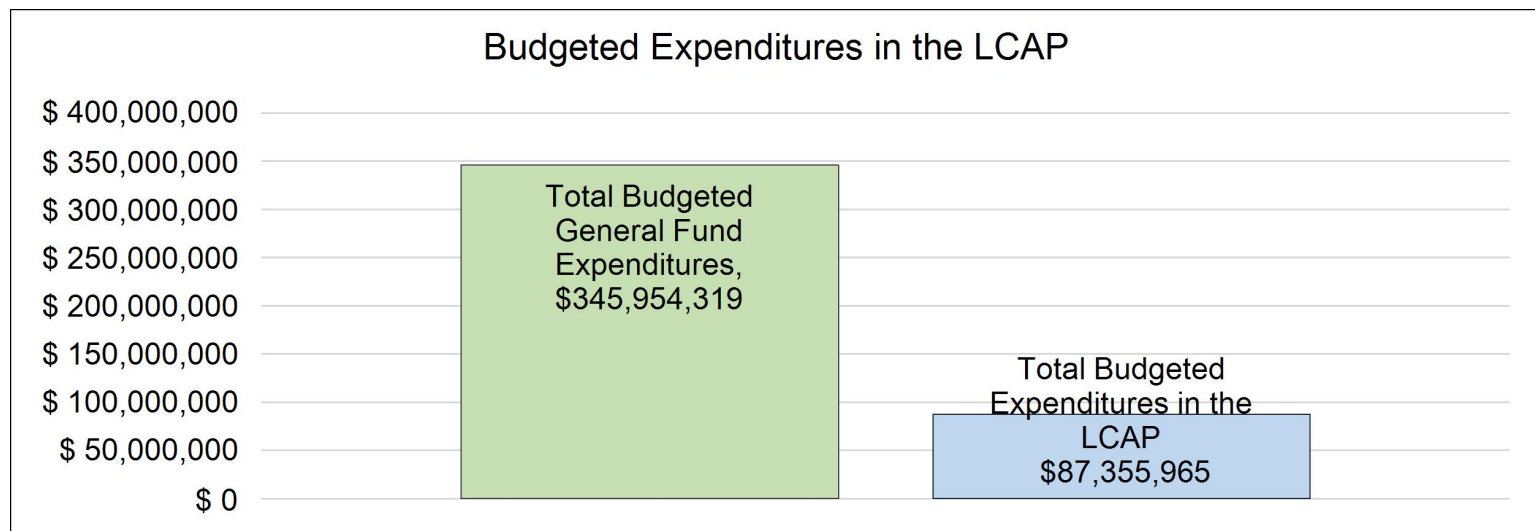


This chart shows the total general purpose revenue Cajon Valley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cajon Valley Union School District is \$346,543,498, of which \$237,433,576 is Local Control Funding Formula (LCFF), \$56,537,580 is other state funds, \$36,488,643 is local funds, and \$16,083,699 is federal funds. Of the \$237,433,576 in LCFF Funds, \$60,613,818 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cajon Valley Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cajon Valley Union School District plans to spend \$345,954,319 for the 2026-27 school year. Of that amount, \$87,355,965 is tied to actions/services in the LCAP and \$258,598,354 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

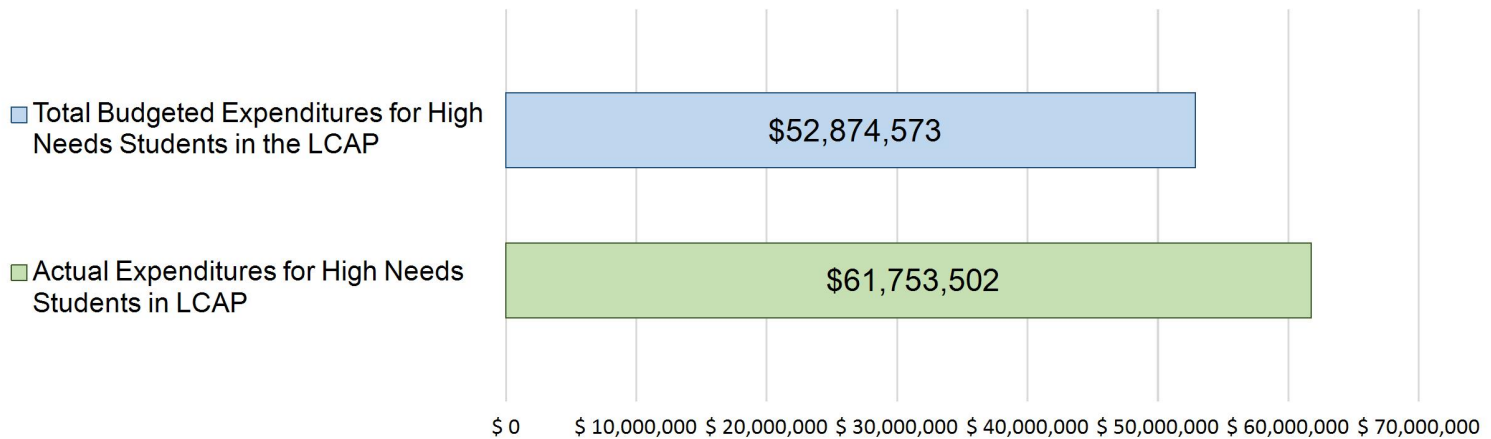
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Cajon Valley Union School District is projecting it will receive \$60,613,818 based on the enrollment of Foster Youth, English learner, and low-income students. Cajon Valley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cajon Valley Union School District plans to spend \$61,201,492 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

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



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

The text description of the above chart is as follows: In 2025-26, Cajon Valley Union School District's LCAP budgeted \$52,874,573 for planned actions to increase or improve services for high needs students. Cajon Valley Union School District actually spent \$61,753,502 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Located just 15 miles east of downtown San Diego, the Cajon Valley Union School District (CVUSD) serves approximately 18,000 students from transitional kinderg...Located just 15 miles east of downtown San Diego, the Cajon Valley Union School District (CVUSD) serves approximately 18,000 students from transitional kindergarten through grade 12 across 66 square miles. Our district is diverse and vibrant — with students speaking more than 60 languages and representing countries from around the world. Many of our students are new to the United States, bringing valuable experiences that enrich our entire school community.

Enrollment continues to grow this school year, and we are seeing an increase in our Unduplicated Pupil Percentage (UPP), meaning more students may need additional academic, language, and social-emotional support. Nearly one-third of our students are English Learners, and approximately 70 percent qualify for free or reduced-price meals. This reinforces our responsibility to ensure every student has access to the support and opportunities they need to succeed.

CVUSD includes 16 elementary schools, 3 PreK–8 schools, 6 middle schools, and Bostonia Global High School. Our schools offer a range of programs — including language immersion, STEM, the arts, and career pathways helping students explore their interests and prepare for their future.

We are committed to improving student outcomes, especially in reading and math, while building strong engagement and a sense of belonging across all schools. We are working to ensure every school is aligned so that every student receives high-quality instruction and support.

We also value student voice. We are creating more opportunities for students to share their experiences and reflect on their learning. At the same time, we are thoughtfully integrating technology and artificial intelligence to support learning, with student safety and privacy as a top priority.

Our goal is to help students develop the skills they need to thrive:

Self-Awareness — Understanding who they are and what they value

Applied Academics — Using what they learn in real-life situations

Growth Mindset — Staying motivated and learning from challenges

Through personalized learning, students discover their strengths and begin planning for their future.

Empower Academy and CVUSD Home School have been identified for Equity Multiplier funding based on the 2024–2025 designation. This designation reflects the District's commitment to directing targeted resources and support to students with the greatest needs. Johnson Elementary and Chase Avenue School are no longer designated as Equity Multiplier schools; however, both schools have remaining Equity Multiplier carryover funds that will continue to support planned activities during the 2026–27 school year, as reflected in Goal 5.

More than 1,300 staff members support our students every day. Together, we are committed to helping every student leave Cajon Valley ready for success — with the skills, confidence, and purpose to thrive in their future.

Reflections: Annual Performance

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

Cajon Valley Union School District is a community built on the belief that our diversity is our greatest strength. Our students bring a rich variety of experiences, languages, interests, and values. Our students reflect cultures from 90 different countries. One in three is learning English as a new language, and 15.5 percent are new to the United States within the last five years.

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

We are proud to report meaningful improvement in student attendance. Chronic absenteeism in Cajon Valley decreased by 1 percent, bringing our overall rate down to 26.3 percent. This is following an additional 3.7 percent decrease the previous year. English Learners, LTELs, Foster Youth, SocioEconomically Disadvantaged, Students with Disabilities, African American, American Indian, Hispanic, and Two or More Races all showed improvement, with some groups improving by as much as 3.5 percent. We saw an increase in chronic absenteeism among Asian, Pacific Islander, and Homeless students. For additional information on low performance at the school level for chronic absenteeism based on the 2023 dashboard, please see addendum A.

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

Since June 2023, our 17 community liaisons have been instrumental in building strong relationships and connecting families to schools. More than 496 home visits have been conducted. Of those who participated, 100% percent found the experience valuable. Additionally, liaisons have led over 65 family workshops covering topics such as ELPAC, early literacy, iReady, parenting skills, car seat safety, and internet

safety. These workshops are offered in English, Spanish, Arabic, Farsi, and Pashto. Each of our 27 school sites hosted Family and Community Engagement Leadership meetings. Site staff are engaging in poverty simulations and more than 80 percent of staff who participated reported a better understanding of family challenges and more confidence in applying what they learned. We invite meaningful parent engagement throughout the year, and our liaisons provide critical access for parent participation in meetings such as Parent-Teacher Conferences, School Site Councils, English Learner Advisory Councils, and Student Success Team Meetings. These efforts are strengthening the foundation of trust and connection that is essential to improving attendance and engagement across the district.

The work around suspension over the course of last school year resulted in a 1.3 percent improvement in overall suspensions, according to the CA Dashboard, placing Cajon Valley in the yellow performance level. Students who are English Learners, LTELs, SocioEconomically Disadvantaged, Students with Disabilities, White, American Indian, Two or More Races, Pacific Islander, and Filipino all saw an improvement, with decreases as high as 11%. African American students, Foster Youth, and Asian students experienced higher rates of suspension. These trends prompted a districtwide reflection on student behavior, discipline, and school climate. For additional information on low performance at the school level for suspension based on the 2023 dashboard, please see addendum A.

The formation of the District Safety Committee, a partnership between teacher and administrator associations where district expectations for student success were co-designed and clearly defined, created consistency in the approach and response to student behavior. This new system is designed to promote long-term improvements in behavior by teaching students the skills they need to succeed socially and emotionally.

In English Language Arts, we continue to face challenges, although we are beginning to see some improvements on the CA Dashboard. On the Dashboard, the district remains in the orange category, maintaining from the previous year with a small increase of 2.4 points. While this is a small improvement, it is the first time Cajon Valley hasn't seen a decrease in ELA on the dashboard since 2018. Students who are LTEL, Homeless, SocioEconomically Disadvantaged, Students with Disabilities, American Indian, Two or More Races, and Pacific Islander all saw increases in ELA, ranging from a 5 point increase to a 24 point increase. Several student groups—including English Learners, Foster Youth, Asian, and African American—are in the red performance category. For additional information on low performance at the school level for English Language Arts based on the 2023 dashboard, please see addendum A.

Over the past school year, our iReady data reinforced the urgency for foundational reading support. Seventy percent of students are reading below grade level, with the greatest needs in grades four through eight. The foundational work in K-2 is, however, showing promising results. 4% more kindergarteners are performant at or above grade level in iReady Reading than last school year in the same testing window. Among English Learners, only 9 percent are at grade level in reading. However, almost all grade levels have seen an increase in the percent of students who are English Learners performing at or above grade level in reading compared to the same testing window last school year. Fourteen percent of Students with Disabilities have reached that same benchmark. To address these concerns, the district has invested in high-impact literacy initiatives. All first grade teachers are completing LETRS training this school year.. First and second grade teachers who completed LETRS showed more growth in student performance than non-LETRS trained staff last school year. Teachers also receive weekly Monday Messages that connect research to instructional strategies. Data dives using iReady and CORE assessments guide ongoing decisions. In addition, administrators are receiving targeted training to support foundational literacy instruction, with significant growth in knowledge and confidence between pre- and post-assessments.

For Students with Disabilities, the district expanded access to structured literacy programs like SIPPS and Barton. At this point in the school year, 134 education specialists have completed training around crafting meaningful IEPs for students. The district is continuing its efforts to train educational specialists in SIPPS/Barton as well. Of those who have attended training, 80% felt significantly more confident in teaching both Barton and reading.

In our English Learner programs, we saw a slight increase of 1.9 percent of students progressing in their English proficiency levels on the dashboard, maintaining the performance level from the previous year and placing us in the yellow category. An area of focus last school year, as a result of our dashboard data, was around students who are LTEL. In this area, the district saw a significant increase, where 9.3 percent of LTELs progressed in English proficiency, placing LTELs in the green category. We also continue to reclassify more than 500 students per school year. Additionally, the district Middle school Newcomer cohorts continue to meet monthly to align supports, and all Newcomer teachers have received Orton-Gillingham training. Twenty-seven teachers participated in GLAD training this year, 4 team members will complete their trainer of trainer certification by the end of the 25/26 school year, allowing the district to train our own staff next school year. This will allow for more flexible scheduling.

In mathematics, our overall Dashboard score is 82.4 points below standard, keeping us in the orange category with a 1.4-point decline. Some groups, including English Learners, LTEL, Foster Youth, Homeless, and Asian students, are in the red category. Others, such as Students with Disabilities and African American students showed improvement. For additional information on low performance at the school level for Mathematics based on the 2023 dashboard, please see addendum A at the end of this document. Local iReady data shows that 21 percent of students are currently at or above grade level in math, and 57 percent are on track to meet typical growth goals. About 41 percent are on pace to reach stretch growth targets. The district has invested in Cognitively Guided Instruction training, which has helped teachers build a deeper understanding of how students think about math. Teacher confidence scores improved from 2.87 to 3.32, and math leadership cohorts are growing instructional capacity across sites. Classrooms led by CGI math leadership teachers are outperforming district averages by 12 percent, showing the impact of focused math professional learning.

Our Extended Learning Opportunity Program served more than 6,000 students during Camp Cajon and the regular school year, providing small group tutoring and engaging activities in literacy, math, and enrichment. One hundred seventeen staff members are currently supporting Academic interventions in ELOP. Student progress is monitored through iReady diagnostics, allowing for targeted instructional adjustments. Forty eight percent of ELOP students are on track to make typical growth in reading and 47 percent are on track for math, based on iReady Diagnostic #2.

As we reflect on the year's performance, we see clear signs of progress in suspension, literacy initiatives, and targeted group support. At the same time, we acknowledge the challenges presented by our attendance data and persistent academic gaps in reading and math. Guided by the Dashboard, our local data, and the voices of our students, staff, and families, we remain committed to ensuring that every student in Cajon Valley is safe, empowered, and respected and that every learner has the opportunity to grow in ways that reflect their unique strengths, interests, and values.

As of the beginning of the 2026–27 LCAP year, Cajon Valley Union School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The District plans to use \$1,094,008 in remaining LREBG funds over the next two years to continue learning recovery investments in mathematics and literacy. These funds include \$760,000 for Math Practices at the elementary and middle school levels through Goal 1, Action 1.7; \$246,000 for Literacy Tier II intervention and small-group training in Orton-Gillingham methodology through Goal

3, Action 3.2; and \$88,008 in associated indirect costs. These investments were selected based on district needs-assessment data and multi-group stakeholder survey feedback identifying continued learning recovery needs in mathematics and foundational literacy.

Reflections: Technical Assistance

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

During the 2025/2026 school year, Cajon Valley was identified for Differentiated Assistance in multiple areas: Suspension, Academics, and Chronic Absenteeism for Homeless students; Suspension and Academics for students in foster care; Suspension and Academics for African American students; and Chronic Absenteeism and Academics for Asian students. Based on our plan from 24/25, there was significant growth for students with disabilities and students who are English Learners. As a result, neither of those student groups were identified as an area of support through Differentiated Assistance. However, this is the third consecutive year that students who are African American have been identified under Suspension and Academics as needing additional support. While the differentiated assistance plan and work with the San Diego County Office of Education is still leveraging the Tier 1 work identified in 24/25, there is an additional focus placed on students who are African American.

To understand why our system is not yet producing equitable outcomes, district leadership teams cross-examined Differentiated Assistance (DA) data alongside our Comprehensive Instructional Monitoring (CIM) processes. This comprehensive root cause analysis revealed several structural and systemic gaps contributing to student outcomes. First, our instructional and behavioral systems have suffered from the inconsistent district-wide implementation of evidence-based practices, specifically regarding the Necessary Conditions for Learning and the Science of Reading. This variation stems from historically unclear district expectations and limited site-level instructional leadership capacity to monitor adherence, compounded by gaps in staff mindset and weak institutional accountability structures.

Furthermore, our instructional systems have not yet consistently provided sufficient structured opportunities for student talk, which has limited the ability of our Long Term English Learners (LTELs) to practice and internalize academic language. This lack of classroom oral language development is paired with historically inconsistent student access to systematic word recognition instruction—including foundational phonics and phonemic awareness—which created downstream literacy development gaps for our LTELs. Collectively, these system conditions explain the drop in academic progress and the disproportionate percentage of African American students being identified with an Emotional Disability within our CIM data.

Using the support provided by the county office of education, we've focused our differentiated assistance plan on literacy over the past few years. Through coaching and guidance provided by the county office of education, Cajon Valley implemented a systematic literacy and social-emotional learning plan. Over the past two previous years, we'd narrowed the focus on literacy specifically for our students who are English Learners and Long Term English Learners. For the 25/26 school year, the differentiated assistance plan will fully align with our CIM plan to specifically correct the systemic imbalances affecting our African American student group. For both of these plans, we will work closely with 5 of our sites identified through data analysis as needing additional support in implementing and creating consistency with structures that specifically target the disproportionate academic and behavioral data for students who are African American.

Site administrators met in PLC cohorts of elementary schools and their feeder middle schools in 5-week cycles to engage in improvement cycles around literacy and belonging. Each site assembled and regularly met with a team of staff members, called the Literacy Leadership Team, to develop, implement, and assess a plan that supported literacy and belonging. This allows the central team to offer strategic support

to maximize the impact on student academic growth. During the 25/26 school year, the emphasis in these cohort meetings was refining and evaluating each site’s universal, tier 1 literacy instruction, as well as their site-wide data-based decision-making plans. During the 25/26 school year, systematic LETRS training began with training all 1st-grade teachers in the district on the research and evidence-based practices around the science of reading. During these PLC meetings, each site participated in learning walks, allowing site administrators to practice a learning walk protocol, providing targeted feedback to teachers, and seeing practices implemented at other sites. Additionally, 10 school sites participated in Student Support Group meetings, where site administrators, counselors, and other support staff met regularly to identify effective systems and structures to respond to student behavior, and maximize systems for high-quality instructional leadership.

Within the LCAP, there are many actions that support the work within Differentiated Assistance. Within Action 3.1 (Supplemental Curriculum), Action 3.2 (Literacy Program), and Action 3.4 (Early Learning Assessment), sites are implementing appropriate literacy assessments, determining what supplemental curriculum is appropriate for student needs based on assessment data, and leveraging the Action of 3.7 (Site One-Time Literacy Funds) to support collaboration and data-based decision-making. All of these actions are supporting a very focused plan of improving student academic outcomes

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Committee	The LCAP Committee meets four times a year to review the district's goals, actions, services, data, budget, and districtwide survey results from all educational partners. With all this information, the committee provides input on how to allocate available one-time funds and ongoing LCAP funding items. Committee meetings were held on: October 17, 2025 January 29, 2026 February 4, 2026 April 16, 2026 May 21, 2026
LCAP Student Committee	Student meetings are aligned with LCAP meeting topics. Students meet online with a central lead to capture their voices on current topics, and their feedback is shared during LCAP meetings. Meeting dates: October 17, 2025 January 29, 2026 April 16, 2026 May 21, 2026
DELAC	The DELAC committee meets throughout the school year to address the specific needs of English Learners and their families. Agendas include topics related to the local control and accountability plan. In the spring, the LCAP annual update is provided to this group for further feedback. August 27, 2025

Educational Partner(s)	Process for Engagement
	October 1, 2025 October 29, 2025 December 10, 2025 January 28, 2026 February 25, 2026 April 29, 2026 May 27, 2026
Families	All families were given the opportunity to provide feedback through our districtwide LCFF Priorities and Gallup Surveys. Three key superintendent sessions were conducted to gather input from families: October 2, 2025 December 9, 2025 May 28, 2026
Administration	The administrative association has representation on the LCAP committee. Principals, assistant principals, and central leadership meet at least monthly to provide data and targeted feedback related to goals and actions. Central teams create goals aligned with actions and metrics to measure effectiveness. Overviews and feedback from LCAP meetings are shared during administrative meetings. All administrators have the opportunity to provide input on the LCFF Priority Survey. Site administrator meetings were convened weekly from August through June to provided consistent leadership input on goals, metrics, and actions. Assistant Principal Collaborative (APC) Meetings September 11, 2025 October 9, 2025 November 13, 2025 December 11, 2025 February 12, 2026 March 12, 2026 April 23, 2026 May 12, 2026 June 11, 2026 Principal Council Meeting Dates:

Educational Partner(s)	Process for Engagement
	August 27, 2025 September 3, 2025 October 1, 2025 October 15, 2025 November 12, 2025 November 19, 2025 December 3, 2025 February 18, 2026 March 18, 2026 April 14, 2026 May 6, 2026 June 3, 2026 June 10, 2026 June 18, 2026
Certificated Staff	Certificated association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All certificated staff had the opportunity to provide input on the LCFF Priority Survey. September 30, 2025 December 8, 2025 May 20, 2026
Classified Staff	Classified association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All classified staff had the opportunity to provide input on the LCFF Priority Survey. September 29, 2025 November 20, 2025 May 21, 2026
Equity Multiplier Sites	In addition to districtwide educational partner engagement activities, Cajon Valley Union School District consulted with educational partners at schools generating Equity Multiplier funds regarding funding priorities, implementation plans, and school-specific actions. Consultation occurred on the following dates:

Educational Partner(s)	Process for Engagement
	Empower Academy August 11, 2025 December 16, 2025 January 27, 2026 Johnson Elementary August 11, 2025 November 3, 2025 December 11, 2025 Chase Avenue Elementary March 28, 2025 June 2025 Home School / VLP / DLA Jan. 29, 2026 May 26, 2026 Additionally, the LCAP Committee received updates regarding Equity Multiplier funding allocations and site implementation plans on April 16, 2026.
SELPA	East County SELPA conducted a formal SELPA LCAP Review on May 22, 2026, in accordance with Assembly Bill 1808 and Education Code 52062(a)(5). The review examined CVUSD's special education monitoring status, Annual Performance Report (APR) indicator outcomes, Compliance Improvement Monitoring (CIM) data, and alignment between special education activities and LCAP goals and actions. The review identified the following areas for LCAP consideration: disproportionate identification of African American students in the Emotional Disturbance eligibility category (Risk Ratio 4.9 disproportionality; 3.26 significant disproportionality); Indicator 5a (students with disabilities in regular class 80% or more) not met at 57.05% against a state target of 67%; and Preschool LRE Indicators 6a and 6b not met. The SELPA also affirmed strong alignment between CIM, APR, and LCAP activities related to Indicator 3c,

Educational Partner(s)	Process for Engagement
	including literacy programs, structured supports for students with disabilities, and educational partner engagement systems.

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

Timeline of Educational Partner Engagement and LCAP Development Fall 2025 August–October 2025: Initial engagement with administrators, DELAC, Equity Multiplier sites, and district committees to review student outcome data, identify needs, and discuss priorities for the upcoming LCAP cycle. October 2025: Districtwide surveys, LCAP Committee meetings, student engagement activities, and family input sessions were conducted to gather feedback on strengths, needs, and funding priorities. Winter 2025–26 November 2025–February 2026: Ongoing consultation occurred through DELAC, bargaining unit meetings, administrator meetings, School Site Councils, student groups, and Equity Multiplier site meetings. Educational partners reviewed implementation progress, student outcome data, and emerging priorities. January–February 2026: Educational partner feedback was analyzed and used to refine proposed goals, actions, services, and expenditures. Spring 2026 March–April 2026: Draft LCAP priorities and funding proposals were reviewed through the LCAP Committee, student groups, DELAC, SELPA consultation, administrator meetings, and Equity Multiplier site discussions. April 16, 2026: The LCAP Committee reviewed districtwide priorities, funding allocations, and Equity Multiplier implementation plans and provided recommendations for final revisions. Final Development and Adoption May 2026: Additional feedback was gathered from families, students, staff, DELAC, SELPA, and advisory groups. Proposed actions and expenditures were revised based on educational partner input. June 2026: Educational partner feedback, survey results, student outcome data, and committee recommendations were incorporated into the final 2026–27 LCAP presented for public hearing and adoption. A consistent theme across educational partner feedback was the importance of maintaining safe, supportive, and inclusive learning environments aligned to Goal 2. Families, students, certificated staff, administrators, DELAC, APC, and the LCAP Committee emphasized the importance of proactive behavior systems, restorative practices, student belonging, mental health supports, supervision, and consistent implementation of safety procedures across sites. Educational partners also highlighted the need for clearer communication with families regarding school safety procedures, student behavior expectations, and available student supports. This feedback reinforced the district’s ongoing refinement of Goal 2 actions related to campus safety, student support systems, restorative practices, early intervention structures,
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and necessary conditions for learning. Feedback additionally informed continued investment in campus safety staffing, behavior support systems, attendance interventions, and professional learning focused on relationship-centered practices and student belonging.

Educational partners also consistently prioritized academic growth and strong instructional systems aligned to Goal 1 and Goal 3. Educational partners reinforced support for literacy and mathematics improvement efforts, including evidence-based literacy instruction, LETRS and Orton-Gillingham implementation, intervention systems, instructional coaching, and stronger mathematics practices districtwide. Families, students, APC, principals, and the LCAP Committee emphasized the importance of engaging learning environments that build both academic skills and student confidence. Students specifically identified strong teacher relationships, encouragement, clear explanations, and consistent support as major contributors to their academic growth and increased confidence as learners. Student voice feedback further reinforced that technology is most effective when it supports understanding, organization, collaboration, and access to learning resources rather than replacing authentic thinking or instruction. Students frequently identified tools such as Google Classroom, i-Ready, Khan Academy, videos, online notes, and interactive learning platforms as valuable supports that help explain difficult concepts, provide practice opportunities, organize assignments, and increase access to learning. This feedback informed continued refinement of instructional support systems, differentiated professional learning, intervention practices, and site-level implementation supports. Educational partner input also reinforced the need to balance districtwide coherence with increased site flexibility and responsiveness in professional learning and instructional implementation.

Technology and artificial intelligence emerged as one of the most significant themes across students, families, staff, administrators, and advisory groups, primarily connected to Goal 1 and Goal 2 implementation. Educational partners expressed appreciation for the opportunities technology and AI provide related to communication, efficiency, personalization, creativity, and innovation, while also raising important concerns regarding student privacy, AI ethics, misinformation, screen time, age-appropriate use, environmental impact, surveillance concerns, academic integrity, and overreliance on technology. Student feedback reflected a wide range of perspectives regarding AI in schools. Many students described AI as a valuable support tool that can explain difficult concepts, provide tutoring, break down assignments step-by-step, support brainstorming, summarize information, assist with organization, and prepare students for future careers that require technology fluency. Students frequently emphasized that AI should function as a support tool or tutor rather than replace authentic thinking, writing, or problem-solving.

At the same time, students consistently expressed concerns regarding cheating, dependency on AI, reduced critical thinking, loss of creativity, and students avoiding productive struggle. Students also raised concerns regarding excessive screen time, eye strain, device reliability, unequal access to technology, privacy and student monitoring software, environmental concerns related to AI, and fears that AI may negatively impact future careers or replace human interaction and creativity. Multiple students specifically emphasized the importance of maintaining hands-on learning experiences, paper-based learning opportunities, strong teacher instruction, and meaningful classroom relationships alongside technology integration. Staff feedback similarly demonstrated strong interest in practical AI integration and workflow efficiencies, while families consistently emphasized the importance of maintaining foundational skills, critical thinking, and meaningful human interaction within instruction. Educational partner input directly informed district planning related to responsible AI implementation, including development of AI guidance structures, approved tool expectations, digital citizenship supports, professional learning pathways, privacy considerations, and stronger communication regarding technology use expectations. Feedback also reinforced the need for balanced implementation that supports innovation while maintaining student-centered instructional practices and authentic learning experiences.

Family engagement, communication, and accessibility also emerged as major districtwide priorities connected to Goal 2 and family engagement actions across the LCAP. Families consistently requested clearer communication systems, multilingual resources, increased virtual participation opportunities, and greater transparency regarding district decisions and initiatives. DELAC, SELPA, Superintendent Parent Advisory, and the LCAP Committee all emphasized the importance of translation services, culturally responsive outreach, and creating structures that allow families to meaningfully participate in decision-making processes. Educational partners also identified the need to improve accessibility to meetings, resources, and district information for working families and multilingual communities. As a result, the district continues refining multilingual communication systems, outreach strategies, family workshops, advisory participation structures, and opportunities for ongoing educational partner feedback and engagement.

Another major area of feedback centered on equity, student supports, and special education systems aligned primarily to Goal 4 and multiple Goal 2 actions. Families, SELPA representatives, principals, certificated staff, classified staff, DELAC, and APC consistently emphasized the need for stronger consistency in special education supports, paraeducator structures, inclusion supports, and districtwide implementation systems. Educational partners highlighted the importance of equitable access to interventions, behavioral supports, language supports, and learning opportunities for English learners, students with disabilities, and high-needs student groups. SELPA and CAC engagement further reinforced the importance of family education, procedural accessibility, multilingual resources, and opportunities for meaningful family participation within the IEP process. This feedback informed continued refinement of paraeducator training systems, supervision structures, responsive educational practices that support student access and participation, family engagement supports, and districtwide coordination of student services.

Educational partner feedback also reinforced the importance of leadership development, operational clarity, and implementation consistency across schools. Principals, APC, certificated staff, and classified staff consistently highlighted the need for practical systems, clearer expectations, staffing support, operational responsiveness, and differentiated support structures that allow school leaders and staff to effectively implement district initiatives while remaining responsive to site-specific needs. Feedback identified implementation lessons related to balancing districtwide consistency with site flexibility, increasing clarity prior to initiative rollout, strengthening communication systems, and differentiating support based on varying site contexts and readiness levels. These reflections informed ongoing refinements to professional learning models, implementation support structures, collaboration systems, and district operational processes.

Collectively, educational partner feedback affirmed the district's overall priorities while also identifying areas requiring greater consistency, communication, balance, and implementation support. Student voice feedback particularly reinforced the importance of balancing innovation and technology integration with authentic instruction, critical thinking, creativity, human connection, and meaningful learning experiences. Educational partner input directly influenced refinements to instructional systems, professional learning priorities, responsible AI implementation planning, family engagement structures, student support systems, safety practices, digital citizenship efforts, and special education supports across the LCAP. The engagement process reinforced the district's commitment to continuous improvement, equitable access, responsive educational practices, responsible innovation, and maintaining student-centered systems that balance academic rigor, strong relationships, technology fluency, and responsive support for all students, staff, and families.

Educational partner feedback regarding technology and artificial intelligence had a significant influence on district planning and implementation. Students, families, and staff emphasized both the opportunities and concerns associated with technology and AI in schools. Students frequently described technology as helpful for organization, access to resources, research, collaboration, and explaining difficult concepts, while also expressing concerns regarding overreliance on AI, cheating, screen time, misinformation, privacy, surveillance, and the

loss of critical thinking and creativity. Educational partners consistently emphasized the importance of balancing innovation with authentic learning experiences, strong teacher relationships, and meaningful human interaction. As a result, educational partner feedback directly informed the district's development of responsible AI guidance structures, digital citizenship supports, approved tool expectations, privacy considerations, and professional learning focused on ethical and age-appropriate technology integration. Feedback also reinforced the district's commitment to maintaining student-centered instructional practices that use technology to support learning rather than replace authentic thinking and engagement.

Educational partners from the district's Equity Multiplier schools influenced the development of the LCAP by providing input on the unique needs of students attending these sites and helping identify priorities for the use of supplemental resources. Through staff meetings, School Site Council discussions, leadership team meetings, and LCAP Committee updates, educational partners emphasized the need for targeted academic interventions, literacy support, student engagement strategies, and additional social-emotional and behavioral supports. Feedback from these consultations informed school-specific actions and expenditures included in the LCAP and Equity Multiplier plans. Educational partners helped shape decisions regarding intervention services, literacy supports, student connection and engagement opportunities, staff training, and systems designed to improve outcomes for students with the greatest needs. Their input ensured that Equity Multiplier funding was aligned to the identified needs of each school community and supported the district's broader goals related to academic achievement, student engagement, and school climate.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	RIASEC Interest Survey Completion	Baseline information will be collected through the LMS in Spring 2025.	CVUSD is piloting a new Learning Management System (LMS) that has a RIASEC self-reporting tool built in. Less than 8% of teachers piloted the LMS this school year.	8,432 students have completed their RIASEC Interest Survey in Beable, an online learning platform. This is 79% of students in grades 2-8.	82% of students will take the RIASEC survey on Beable.	This is a 1% decrease from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			We are currently working with the vendor to generate a report on the number of students who have self reported their RIASEC themes in the LMS. In addition to the LMS, Cajon Valley also receives feedback on student awareness of their RIASEC themes through Beable, where 80% of students took the RIASEC survey on Beable for the 24/25 SY.			
1.2	Priority 6 Survey	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 future - 52% of students responded 4 or 5 on a 1-5 scale	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 Spring 2026: 1. At least one adult in my school knows my interests - 64% of students responded 4 or 5 on a 1-5 scale. 2. At least one adult in my school knows my hopes/goals for the future - 56% of	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 hopes/goals for the future - 62%	Change from baseline: 1. At least one adult in my school knows my interests: 3% increase from baseline. 2. At least one adult in my school knows my hopes/goals for the future: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The things I'm learning in school are important to me - 65% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to my future - 70% of students responded 4 or 5 on a 1-5 scale I shared my ideas in class this year to peers and/or adults. New Metric: Will be collected 24-25 SY	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. 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. 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. I shared my ideas in class this year to peers and/or adults. New Metric:	students responded 4 or 5 on a 1-5 scale. 3. The things I'm learning in school are important to me - 67% of students responded 4 or 5 on a 1-5 scale, a consistent response from the baseline collected last Spring. 4. The things I'm learning in school are important to my future - 71% of students responded 4 or 5 on a 1-5 scale. 5. I shared my ideas in class this year to peers and/or adults. 57% of students responded 4 or 5 on a 1-5 scale.	The things I'm learning in school are important to me - 75% The things I'm learning in school are important to my future - 80%	increase from baseline. 3. The things I'm learning in school are important to me: 2% increase from baseline. 4. The things I'm learning in school are important to my future: 1% increase from baseline. 5. I shared my ideas in class this year to peers and/or adults. 5% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			52% of students responded 4 or 5 on a 1-5 scale, an increase in 3% compared to the baseline data collected in the Fall.			
1.3	Career Development Learning Experiences	95% of students had access to at least one enhanced career development learning experience outside their classroom.	95% of students had access to at least one enhanced career development learning experience outside their classroom during the 2024-2025 school year.	The goal for Career Development Learning Experiences was adjusted for the 26/27 school year to include 2 career development learning experiences outside their classroom. 85.5% of students had access to at least 2 career development learning experiences during the 26/27 school year.	100% students will have access to at least one enhanced career development learning experience outside their classroom.	The 25/26 school year adjusted the outcome metric for Career Development Learning Experiences. This will become baseline.
1.4	Broad Course of Study [Local Indicator: Priority 7]	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics,	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics,	Maintain Baseline: 100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English,	This remains the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Arts, Health, and Physical Education. 100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	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. 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	Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. This remains the same compared to baseline. 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 remains the same compared to baseline.	Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceptional needs. This remains the same compared to baseline.			
1.5	Principal Professional Learning Communities	Baseline information will be collected during the 24-25 school year. 75% of sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance	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	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	Target will be established based on baseline in the 24-25 school year. 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	This is a 25% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			a positive school climate, and compliance with state-mandated trainings.	a positive school climate, and compliance with state-mandated trainings.		
1.6	Professional Learning Day Survey	Baseline information will be collected during the 24-25 school year. On a scale of 1-5, how did today support your implementation of our 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	Based on the survey give during the 24-25 school year: 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. On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: 4.35/5 This will become baseline.	Annual PL Survey On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: 4.7/5 (94% Agree and Strongly Agree) On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: 2.7/5 (74% Agree and Strongly Agree)	Target will be established based on baseline in the 24-25 school year. Maintain an average score of 4 or higher, and/or raise 0.2 for each indicator. On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: 4.5 On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: 4.5	Change from baseline: PL support implementation of our district's vision: 0.42 point increase from baseline PL support implementation of site goals: 1.65 point decline from baseline
1.7	Central Offerings PL Survey	Baseline metrics from 24/24 school year: Highest area of need in each goal Goal 1:	ANNUAL PL STAFF SURVEY: Highest area of need Goal 1: Integration of Modern Curriculum	ANNUAL PL STAFF SURVEY: Highest area of need Goal 1: Integration of Modern Curriculum	Decrease respondents reporting each areas as an area of need by 2% Goal 1:	Area of Need Change from baseline: Goal 1:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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% Goal 4: Supports / Services to Students with Disabilities: 47.7%	into Core Content: 57%. Decreased 7% from last year Goal 2: Response to Behavior: 48%. Decreased 5% from last year. Goal 3: ELA: District Curriculum: 28%. Decreased 8% from last year Math: District Curriculum: 28.% Same from last year Science: District Curriculum: 23%. Decreased 5% from last year Social Studies: District Curriculum: 20% Decreased 8% from last year Goal 4: Supports / Services to Students with Disabilities: 43.6%	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%	Integration of Modern Increase 22% from baseline Goal 2: Response to Behavior: Remains the same compared to baseline Goal 3: ELA: District Curriculum: 12% decline from baseline Goal 4: Supports / Services to Students with Disabilities: 3.6% increase from baseline
1.8	K-5 Report Cards: Presentation of Knowledge & Ideas	Based on Trimester 2 report cards, 79% of K-5 students were at	Based on Trimester 2 report cards, 70% of K-2	Based on Trimester 2 report cards, 79% of K-2	Increase baseline data by 5%	Change from baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expected growth in "Presentation of Knowledge & Ideas."	students were at expected growth in "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.	students were at expected growth in "Presentation of Knowledge & Ideas." 9% were Not Assessed. 23% of 3-5 Students were Excellent & 56% we Satisfactory in "Presentation of Knowledge & Ideas" 14% were Not Assessed.	84% of K-5 students were at expected growth in "Presentation of Knowledge & Ideas."	K-2: Expected Growth: 9% increase from baseline 3-5: Excellent/Satisfactory: 3% increase from baseline
1.9	ELPAC Listening and Speaking	Based on 22/23 Summative ELPAC, 26% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.	Based on 24/25 Summative ELPAC, 30% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking. This is a 4% increase from baseline.	Based on the 24/25 Summative ELPAC, 30.45% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking. This is a 0.45% increase from previous year and a 4.45% increase from baseline.	36% of English Learners are Well Developed (Level 4) in Oral Language, which includes listening and speaking.	This is a 4.45% increase from baseline.
1.10	Other Pupil Outcomes [Priority 8]	Baseline will be collected during the 24/25 school year.	92% of sites have school wide Visual and Performing	92% of sites have school wide Visual and Performing	100% of sites have school wide Visual and Performing	This remains the same as baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Arts program access.	Arts program access.	Arts program access.	

Goal Analysis [2025-26]

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

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

Implementation of Goal 1 focused on strengthening future readiness, authentic student engagement, communication skills, and career connected learning experiences through Presentation Literacy, TED Ed, Demonstrations of Learning, career exploration opportunities, and aligned professional learning systems. Districtwide implementation emphasized development of CV Essential Skills, student voice, and opportunities for students to connect their strengths, interests, and learning experiences to future pathways (Goal 1, Action 1.0-1.10)).

Presentation Literacy expanded through CV Ambassadors and increasingly became embedded within classroom instruction and Rich Learning Experiences rather than functioning as a stand alone initiative. Year 1 and Year 2 Ambassadors integrated presentation opportunities, student reflection, and structured discourse strategies into classroom practice. Observation data demonstrated that classrooms implementing Presentation Literacy within authentic learning experiences showed over 90% student engagement. The districtwide use of the Hearts, Clubs, Spades, and Diamonds feedback framework strengthened peer discourse and improved the quality of student feedback. At several elementary sites, 5th grade students completed RIASEC aligned Demonstrations of Learning that connected academic growth, personal reflection, and future interests through authentic presentations. While implementation demonstrated strong success in Ambassador classrooms, reflection on implementation demonstrated variability across schools and classrooms, resulting in pockets of highly effective implementation rather than consistent districtwide access (Goal 1, Actions 1.1–1.7).

TED Ed Clubs and TEDxKidsEICajon expanded opportunities for student voice, leadership, and authentic communication experiences (Goal 1, Action 1.1). During the 2025-26 school year, 38 certificated leads across 22 school sites facilitated TED Ed Clubs serving 535 students. Students engaged in benchmark experiences aligned to speaking, listening, writing, research, critical thinking, and global awareness. Each participating site hosted a TED Ed showcase, and 52 students represented Cajon Valley at STEMfest at Petco Park. TEDxKidsEICajon received 185 total applications, including 148 speaker applications and 37 emcee applications, demonstrating strong student interest and engagement. The district also expanded opportunities for student leadership beyond speaking roles to include event operations, mentorship, and alumni participation. In addition, Cajon Valley was selected by the TED Ed flagship organization to participate in a documentary featuring approximately 60 students and highlighting districtwide implementation of Presentation Literacy.

Career Development Experiences continued to expand access to authentic learning opportunities connected to student interests, future readiness, and real world application (Goal 1, Action 1.3). As of March 2026, 616 field trips had been conducted, resulting in 37,616 student participations districtwide. Experiences included BizTown participation, career exploration opportunities, and real world learning aligned to grade level standards and career pathways. A Master Field Trip Committee was established to strengthen planning, coordination, and equitable access across sites. The Transportation Operations Assistant played a critical role in supporting efficient transportation systems

and reducing scheduling barriers associated with large scale implementation (Goal 1, Action 1.4). Recreational Equipment Replacement funding supported playground, physical education, and recess equipment replacement and maintenance needed to sustain student engagement and Expanded Learning Opportunities Program implementation (Goal 1, Action 1.2).

Professional learning systems focused on strengthening instructional capacity, collaboration, and alignment to district priorities through districtwide MPDs, Summer and Winter Academies, Monday collaboration structures, and specialized instructional cohorts such as LETRS, CGI, GLAD, and the Thrive Principal Cohort (Goal 1, Actions 1.5, 1.6). Staff consistently identified cohort based learning as one of the most impactful forms of professional learning because it provided actionable strategies and opportunities for collaborative learning. The Thrive Principal Cohort strengthened site leadership capacity related to literacy planning and instructional improvement. Reflection on implementation, however, demonstrated that Monday collaboration time frequently shifted toward operational tasks and principal directed meetings, reducing opportunities for teacher inquiry, collaborative planning, and analysis of student learning data. Specialized staff groups, including VAPA, PE, and related service providers, also identified challenges accessing differentiated role specific professional learning opportunities.

Implementation of Content Area Cohorts and mathematics planning efforts identified significant instructional and curriculum related needs (Goal 1, Action 1.7). The district expanded mathematics instructional leadership through the addition of a Middle School Math Coach and initiated a comprehensive mathematics needs assessment process involving students, families, teachers, administrators, and community members. Educational partner feedback and implementation evidence consistently identified concerns regarding alignment between current instructional materials and the California Mathematics Framework, leading to the development of a districtwide mathematics vision and initiation of a comprehensive curriculum adoption process.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred within several actions under Goal 1 due to staffing adjustments and expanded professional learning supports. For Professional Learning Coordinator (Goal 1, Action 6), actual expenditures were lower than planned because the position was split funded, resulting in lower costs charged to this action than originally projected.

For Content Area Professional Learning Cohorts (Goal 1, Action 7), actual expenditures exceeded planned expenditures due to the addition of a Math Coach position, expanded professional learning support connected to pilot programs and curriculum implementation, and additional staffing support, including Satterfield. An additional \$100,000 was also invested to support curriculum implementation and professional learning efforts districtwide.

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

Actions under Goal 1 demonstrated strong effectiveness in increasing authentic student engagement, communication skills, instructional capacity, and future readiness opportunities. Presentation Literacy implementation contributed to measurable improvements in student confidence, discourse, and communication (Goal 1, Action 1.1). Priority 6 survey data demonstrated that 56% of students in grades 4-8 responded positively when asked whether they shared ideas in class with peers or adults, representing a 4% increase from Spring 2025 and a 7% increase from Fall 2024 (Metric 1.2). Observation data from Rich Learning Experience walkthroughs demonstrated that classrooms implementing Presentation Literacy strategies consistently showed over 90% student engagement. Trimester 2 report card data

demonstrated that 79% of K-2 students achieved expected growth in Presentation of Knowledge and Ideas, representing a 9% increase from the prior year, while 79% of students in grades 3-5 were rated Excellent or Satisfactory in Presentation of Knowledge and Ideas (Metric 1.8). Additionally, 23.02% of English Learners achieved Well Developed performance on the Summative ELPAC Oral Language domain (Metric 1.9).

Although implementation demonstrated strong outcomes in classrooms with embedded coaching and collaboration structures, reflection on implementation revealed continued variability across schools regarding consistency and depth of implementation. Schools with stronger coaching support and embedded collaboration structures generally demonstrated more consistent student discourse opportunities and stronger Presentation Literacy implementation, while other schools experienced fewer authentic presentation opportunities and less consistent instructional integration.

TED Ed implementation demonstrated strong effectiveness in strengthening student voice, belonging, leadership, and oral language development (Goal 1, Action 1.1). Students participating in TED Ed achieved an average i Ready vocabulary growth of +11 points between the first and second diagnostics. Benchmark rubric data demonstrated measurable improvement in active listening and actionable peer feedback (Metric 1.9). Priority 6 survey data demonstrated that TED Ed students reported significantly higher levels of belonging (84%) and confidence sharing ideas with adults (90%) compared to districtwide averages of 67% in those same areas (Metric 1.2). Twenty five percent of TED Ed participants were English Learners or RFEP students, demonstrating effectiveness in expanding equitable access to student voice opportunities and oral language development.

Although TED Ed participants demonstrated significantly stronger engagement and belonging indicators, implementation reflections and educational partner feedback demonstrated that authentic student leadership opportunities and Presentation Literacy experiences were not yet consistently accessible across all schools and grade spans. Families and staff also identified barriers related to Extended Day Program enrollment requirements and language accessibility that limited participation opportunities for some students and families.

Career Development Experiences effectively increased student access to real world learning opportunities and strengthened future readiness connections (Goal 1, Action 1.3). Student reflection data demonstrated that 88% of participating students were able to identify their RIASEC themes, while 62% could explain meaningful connections between their strengths, interests, and future pathways (Metric 1.1). Educational partner feedback from students and families consistently reinforced that students demonstrated stronger engagement when learning connected to authentic experiences, future careers, and personal interests (Metric 1.3).

Recreational Equipment Replacement funding demonstrated effectiveness in sustaining Expanded Learning Opportunities Program implementation across sites. Site feedback confirmed that equipment availability supported consistent student access to physical activity and outdoor learning opportunities during both school and extended day programming, contributing to broader engagement and participation indicators (Goal 1, Action 1.2; Metric 1.4).

The Transportation Operations Assistant demonstrated strong operational effectiveness in supporting equitable access to career development experiences. Coordination of 616 field trips resulting in 37,616 student participations districtwide reflected the direct impact of dedicated transportation support in reducing logistical barriers and expanding student access to real world learning opportunities (Goal 1, Action 1.4; Metric 1.3).

While student reflection data demonstrated increasing self awareness, implementation reflections demonstrated that many students continued to need additional support articulating deeper connections between strengths, academic goals, and future pathways. Educational

partner feedback reinforced the need for stronger alignment between classroom instruction, career connected experiences, and student reflection opportunities tied to CV Essential Skills.

Professional learning systems demonstrated strong effectiveness in strengthening instructional capacity and collaborative learning structures (Goal 1, Actions 1.5, 1.6). Summer Academy feedback demonstrated that 98% of participants rated sessions as highly effective and 99% identified learning as directly relevant to classroom practice. Additionally, 98% of participants reported meaningful opportunities to collaborate and learn from peers (Metric 1.6). Staff survey data from the August MPD demonstrated that 84.7% of staff agreed or strongly agreed that professional learning enhanced understanding of CV Essential Skills connected to Goal 1 (Metric 1.7). One hundred percent of schools also developed systematic plans utilizing Monday collaboration structures and site based systems to support student growth and instructional planning, representing a 25% increase from baseline implementation (Metric 1.5).

Although participation and satisfaction data remained strong, educational partner feedback consistently identified the need for increased autonomy, differentiated support, and additional protected collaboration time. Reflection on implementation demonstrated that operational demands during Monday collaboration frequently reduced opportunities for teacher inquiry, collaborative planning, and analysis of student learning data (Metric 1.5). Specialized staff groups additionally identified the need for more differentiated and role specific professional learning structures (Metric 1.7).

Mathematics planning and instructional improvement efforts effectively identified systemwide instructional needs and strengthened districtwide planning processes (Goal 1, Action 1.7). Only 13.5% of staff reported satisfaction with the current Go Math curriculum, validating educational partner concerns regarding instructional coherence and alignment to the California Mathematics Framework (Metric 1.7). The district established a Curriculum Advisory Committee consisting of 178 participants representing students, families, teachers, administrators, and community members. Mid year i Ready Mathematics Diagnostic 2 data demonstrated that 56% of students were projected to achieve one year's growth, including 58% of English Learners and 55% of students with disabilities. Foster Youth students demonstrated a 14% increase in projected annual growth compared to the prior year.

Although mid year growth trends demonstrated positive movement, data also demonstrated that 44% of students were not yet projected to meet annual growth targets and only 26% of students were projected to finish the year on or above grade level. Educational partner feedback gathered through mathematics surveys, classroom observations, Curriculum Advisory Committee discussions, and site leadership reflections consistently identified concerns regarding instructional consistency, curriculum alignment, and student engagement within mathematics instruction (Metric 1.7). Reflection on implementation demonstrated that schools with stronger collaborative planning structures and coaching support generally demonstrated more consistent instructional implementation and stronger student engagement outcomes.

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

Based on implementation evidence, educational partner feedback, and reflection on prior practice, the district will implement several refinements during the 2026–27 school year to strengthen instructional coherence, equitable access, authentic engagement, and future readiness opportunities.

Presentation Literacy will expand through a distributed leadership and peer coaching structure utilizing current CV Ambassadors to mentor and support additional teachers and schools (Goal 1, Action 1.1). Educational partner feedback gathered through Priority 6 surveys, TED Ed reflections, classroom observations, and collaborative planning discussions consistently demonstrated that students benefit from authentic

opportunities to communicate, reflect, and publicly demonstrate learning. In response, the district will expand Demonstrations of Learning districtwide and increase student reflection opportunities connected to CV Essential Skills and RIASEC. Summer Academy professional learning will additionally focus on listening and speaking strategies, scaffolds for English Learners and Long Term English Learners, and structures supporting more consistent implementation across schools.

TED Ed implementation will be refined to strengthen equitable access and student participation opportunities (Goal 1, Action 1.1). Educational partner feedback identified barriers related to registration systems and language accessibility. In response, the district will redesign registration structures, expand multilingual outreach, and increase leadership opportunities through a Student Organizing Committee and Alumni Journey tracking system. These refinements are intended to expand equitable access to authentic communication, leadership, and presentation opportunities across schools and student groups.

Career Development Experiences will continue with increased emphasis on alignment between field trips, grade level standards, career pathways, student reflection, and CV Essential Skills (Goal 1, Action 1.3). Although students increasingly demonstrated awareness of their RIASEC themes and strengths, implementation reflections reinforced the need for deeper student reflection regarding connections between strengths, academic goals, and future opportunities. As a result, additional student voice prompts and structured reflection opportunities will be integrated into Priority 6 surveys, Demonstrations of Learning, and career connected learning experiences.

Professional learning systems will undergo structural refinements to increase relevance, autonomy, collaboration, and instructional impact (Goal 1, Actions 1.5, 1.6). Educational partner feedback consistently emphasized the need for increased protected collaboration time, differentiated support, and role specific learning opportunities. Monday collaboration structures will increasingly prioritize teacher led inquiry cycles, collaborative planning, and analysis of student learning data. The district will also expand on demand professional learning resources, embedded instructional support, and differentiated learning pathways for specialized staff and paraeducators.

The district will continue implementation of a comprehensive mathematics curriculum adoption process aligned to the California Mathematics Framework during the 2026–27 school year (Goal 1, Action 1.7). Educational partner feedback demonstrated strong consensus regarding the need for updated instructional materials supporting conceptual understanding, collaborative learning, visual problem solving, and authentic real world application. Mid year diagnostic data and implementation reflections further reinforced the need for stronger districtwide instructional coherence. In response, the district will continue piloting instructional materials, conducting classroom observations, gathering stakeholder feedback, and utilizing collaboratively developed evaluation rubrics to strengthen mathematics instruction, engagement, and equitable access to high quality learning experiences across all schools.

This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds, with \$380,000 planned annually for 2026–27 and 2027–28, for a total two-year investment of \$760,000. The action was selected based on district needs-assessment data and stakeholder feedback identifying continued unfinished learning and the need to strengthen mathematics achievement at the elementary and middle school levels. The investment aligns with allowable LREBG uses by supporting evidence-based instructional practices, professional learning, formative assessment, mathematical discourse, conceptual understanding, and targeted instructional support designed to accelerate learning recovery. Research supporting high-quality mathematics instruction emphasizes explicit instruction, conceptual understanding, mathematical discourse, formative assessment, and responsive intervention based on student learning needs. The District will monitor the impact of this investment through the applicable Goal 3 mathematics metrics, including Metrics 3.9, 3.10, 3.11, and 3.12, using iReady Mathematics, CAASPP Mathematics, and applicable local mathematics assessment data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	TEDx	Based on the results from our 2022-2023 CAASPP Assessments, the listening and speaking domain was identified as the weakest area for our unduplicated students. This is especially evident in our English Learner population, including students who are Long Term English Learners. To address this, certificated leads specializing in Presentation Literacy will offer programs designed to help students articulate their ideas clearly, concisely, and confidently. This initiative is intended to enhance communication skills, which are essential for nurturing better social relationships, enhancing academic performance, and preparing students for professional environments. As part of this effort, we will increase the frequency of feedback that specifically target listening and speaking skills, providing students with regular feedback to help them recognize their strengths and pinpoint areas for improvement. This targeted action is primarily aimed at supporting unduplicated students and is expected to significantly enhance or improve services for this group. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for English language arts, please see addendum A at the end of this document.	\$200,000.00	Yes
1.2	Recreational Equipment Replacement	Our ELOP programs are expanding in response to the rising enrollment of district students. Based on the positive feedback from last year's additional funding for recreational equipment purchases, we have decided to continue this support. This funding will enable sites to sustain and enhance outdoor activities for students on campus. While any student may access this equipment during or after school, these resources are primarily directed towards students represented in our unduplicated count.	\$160,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Career Development Experiences	Community feedback strongly supports providing central funding for fifth-grade students to attend BizTown as part of our broader World of Work experiences. This initiative is highly valued for its significant role in enhancing engagement and career development from kindergarten through eighth grade. There is also considerable appreciation for funding site-selected opportunities for career-related experiences off campus. Taking into account our dashboard requirements, this action is intended to reduce chronic absenteeism district-wide, particularly at sites with red indicators. Additionally, it will aid in decreasing suspension rates across the district, especially at sites showing signs of concern. For further insights into low performance regarding chronic absenteeism and suspension at the school level, please refer to addendum A located at the conclusion of this document. While these experiences may be accessed by any CVUSD student, they are primarily directed towards students represented in our unduplicated count.	\$291,200.00	Yes
1.4	Transportation Operations Assistant	To accommodate the growing number of requests for transportation related to off-campus career development experiences, there is a need for a dedicated transportation system to efficiently manage and process the volume of requests from sites for district-supported busing.	\$101,177.00	Yes
1.5	Professional Development	In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension, we are initiating targeted improvements. Certified staff at each site will collaboratively analyze ELA and math diagnostic data to enhance personalized instruction for English Learners, including Long Term English Learners, low-income students, and foster youth. Additionally, comprehensive professional development focusing on improvement science. Professional learning opportunities days in August and January will focus on tracking growth data and intervention. In addition, Minimum Day Monday's will prioritize community skills, focus standards, literacy training, social-emotional learning, and safety protocols at both site and district levels. There are approximately 66 hours of learning within these designated professional learning opportunities. In accordance with our dashboard requirements, these actions are designed	\$5,337,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.6	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.	\$236,317.00	Yes
1.7	Content Area Professional Learning Cohorts, LREBB Action	Certificated classroom staff will collaborate in groups to develop and offer personalized learning experiences for students in the unduplicated count. Trainers will further enhance support and professional development for staff, focusing on competency-based learning. This professional development is intended to personalize student learning experiences and broaden opportunities for students in the unduplicated count to demonstrate their mastery of standards/competencies. Districtwide access to cohort professional development is being provided because 76% of our students are unduplicated pupils, allowing us to focus on strategic initiatives that benefit the majority of our student population comprehensively. (LREBB, \$380,000)	\$761,950.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Accountability Dashboard: Suspension Indicator	2023 Dashboard Suspension Indicator:	2024 Dashboard Suspension Indicator:	2025 Dashboard Suspension Indicator:	2026 Dashboard Suspension Indicator:	Change from baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students Indicator Color: Red 5.2% suspended at least one day Increased 2.3% All Student Groups by Performance Level Red: African American 9% suspended at least one day Increased 3.2% English Learners: 5% suspended at least one day Increased 2.2% Foster Youth: 9.8% suspended at least one day Increased 5.9% Hispanic: 5.4% suspended at least one day Increased 2.6% Homeless: 7.7% suspended at least one day Increased 3.5% Two or More Races:	All Students Indicator Color: Orange 6% suspended at least one day Increased 0.8% from baseline All Student Groups by Performance Level Red: African American 10.3% suspended at least one day Increased 1.3% from baseline American Indian: 7.2% suspended at least one day Increase 3.7% from baseline English Learners: 6.3% suspended at least one day Increased 1.3% from baseline Long Term English Learners: 20.5% suspended at least one day	All Students Indicator Color: Yellow 4.6% suspended at least one day Declined 1.3% All Student Groups by Performance Level Red: Foster 14.3% suspended at least one day Increased 8% Homeless 7.1% suspended at least one day Maintained 0.2% African American 10.6% suspended at least one day Increased 0.3% Orange: Students with Disabilities 7.5% suspended at least one day Declined 1% Asian 7.5% suspended at least one day	All Students 4.2% suspended at least one day All Student Groups by Performance Level African American 4.2% suspended at least one day English Learners: 4.2% suspended at least one day Foster Youth: 4.2% suspended at least one day Hispanic: 4.2% suspended at least one day Homeless: 4.2% suspended at least one day Two or More Races: 4.2% suspended at least one day Pacific Islander: 4.2% suspended at least one day	All Students: 0.3% decrease from baseline African American: 1.6% increase from baseline English Learners: 0.4% increase from baseline Foster Youth: 4.5% increase from baseline Hispanic: 1.0% decrease from baseline Homeless: 0.6% decrease from baseline Two or More Races: 1.1% decrease from baseline Pacific Islander: 4.3% decrease from baseline Socioeconomically Disadvantaged: 0.8% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.7% suspended at least one day Increased 3% Pacific Islander: 6.7% suspended at least one day Increased 4.5% Socioeconomically Disadvantaged: 5.7% suspended at least one day Increased 2.5% Students with Disabilities: 7.8% suspended at least one day Increased 3.2% White: 4.8% suspended at least one day Increased 2.2% Orange: Asian: 2.1% suspended at least one day Increased 0.8% Yellow: American Indian: 3.5% suspended at least one day Declined 3.3%	Increased 4.7% from baseline Pacific Islander: 7.7% suspended at least one day Increased 1.0% from baseline Socioeconomically Disadvantaged: 6.5% suspended at least one day Increased 0.8% from baseline Students with Disabilities: 8.5% suspended at least one day Increased 0.6% from baseline White: 6.5% suspended at least one day Increased 1.5% from baseline Orange: Homeless: 6.9% suspended at least one day Decreased 0.8% from baseline Foster Youth:	Increased 9.6% Yellow: English Learner 4.6% suspended at least one day Declined 1.7% Long Term English Learner 8.9% suspended at least one day Declined 11.7% SocioEconomically Disadvantaged 4.9% suspended at least one day Declined 1.5% White 4.3% suspended at least one day Declined 2% American Indian 3.4% suspended at least one day Declined 3.9% Hispanic 4.4% suspended at least one day Declined 3.9% Two or More Races	Socioeconomically Disadvantaged: 4.2% Students with Disabilities: 4.2% suspended at least one day White: 4.2% suspended at least one day Asian: Maintain or improve the current 2.1% suspension rate American Indian: Maintain or improve the current 3.5% suspension rate Filipino Maintain the current 0% suspension rate Yellow: American Indian: Maintain or improve the current 3.5% suspension rate	Students with Disabilities: 0.3% decrease from baseline White: 0.5% increase from baseline Asian 5.4% increase from baseline American Indian: 0.1% increase from baseline Filipino: Maintained from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Blue: Filipino 0% suspended at least one day Declined 2.2%	6.3% suspended at least one day Decreased 3.5% from baseline Hispanic: 5.6% suspended at least one day Maintained 0.2% from baseline Two or More Races: 5.7% suspended at least one day Maintain 0.1% from baseline Asian: 2.1% suspended at least one day Increased 0.8% from baseline Blue: Filipino Maintained, no change from baseline	4.6% suspended at least one day Declined 1.1% Pacific Islander 4.4%. suspended at least one day Declined 3.3% Blue: Filipino 0% suspended at least one day Maintained	Blue: Filipino Maintain the current 0% suspension rate	
2.2	California Accountability Dashboard: Chronic Absenteeism Indicator	2023 Dashboard Chronic Absenteeism All Students Indicator Color: Yellow 31% chronically absent Decreased 3.1%	2023 Dashboard Chronic Absenteeism All Students Indicator Color: Yellow	2025 Dashboard Chronic Absenteeism All Students Indicator Color: Orange	2026 Dashboard Chronic Absenteeism Indicator All Students 22% chronically absent	Change from baseline: All Students: 3.7% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Student Groups by Performance Level	31% chronically absent Decreased 3.1%	26.3% chronically absent Declined 1%	All Student Groups by Performance Level	American Indian: 2.3% increase from baseline
		Red: American Indian 33.3% chronically absent Increased 0.8%	All Student Groups by Performance Level	All Student Groups by Performance Level		Filipino: 7.3% decrease from baseline
		Orange: Filipino 21.1% chronically absent Declined 5%	Red: American Indian 33.3% chronically absent Increased 0.8%	Red: Homeless 52.0% chronically absent Increased 1.5%	American Indian 22% chronically absent	Foster Youth: 1.5% decrease from baseline
		Foster Youth 43% chronically absent Declined 7%	Orange: Filipino 21.1% chronically absent Declined 5%	Asian 21.5% chronically absent Increased 1.3%	Filipino Maintain or improve 21.1% chronically absent	Homeless: 16.5% decrease from baseline
		Homeless 68.5% chronically absent Declined 1.1%	Foster Youth 43% chronically absent Declined 7%	White: 21.2% chronically absent Declined 0.4%	Foster Youth 22% chronically absent	Pacific Islander: 1.1% decrease from baseline
		Pacific Islander 10.7% chronically absent Declined 0.9%	Homeless 68.5% chronically absent Declined 1.1%	Pacific Islander 31.2% chronically absent Declined 1.5%	Homeless 22% chronically absent	White: 1.8% decrease from baseline
		White: 23% chronically absent Declined 1.7%	Pacific Islander 10.7% chronically absent Declined 0.9%	Pacific Islander 31.2% chronically absent Declined 1.5%	Pacific Islander Maintain or improve 10.7% chronically absent	Students with Disabilities: 7.3% decrease from baseline
		Students with Disabilities 22.7% chronically absent	White: 23% chronically absent Declined 1.7%	Orange: English Learner 26.4% chronically absent Declined 2.1%	White: 22% chronically absent	African American: 10.7% decrease from baseline
				Long Term English Learner	Students with Disabilities 22% chronically absent	Asian: 1.8% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Declined 0.8% Yellow: African American 39.4% chronically absent Declined 6.5% Asian 19.7% chronically absent Declined 6.7% English Learners 29.7% chronically absent Increased 4.6% Hispanic 41.8% chronically absent Increased 3.2% Two or More Races 31.9% chronically absent Declined 3.2% Socioeconomically Disadvantaged 34.1% chronically absent Declined 3.1%	23% chronically absent Declined 1.7% Students with Disabilities 22.7% chronically absent Declined 0.8% Yellow: African American 39.4% chronically absent Declined 6.5% Asian 19.7% chronically absent Declined 6.7% English Learners 29.7% chronically absent Increased 4.6% Hispanic 41.8% chronically absent Increased 3.2% Two or More Races 31.9% chronically absent Declined 3.2%	34.3% chronically absent Declined 2.5% Foster Youth 41.5% chronically absent Declined 3.7% SocioEconomically Disadvantaged 28.1% chronically absent Declined 1.7% Students with Disabilities 33.5% chronically absent Declined 2.1% American Indian 35.6% chronically absent Declined 3.5% Hispanic 33.7% chronically absent Declined 2.5% Two or More Races 26.6% chronically absent Declined 2.5%	African American 22% chronically absent Asian Maintain or improve 19.7% chronically absent English Learners 22% chronically absent Hispanic 22% chronically absent Two or More Races 22% chronically absent Socioeconomically Disadvantaged 22% chronically absent	English Learners: 3.3% decrease from baseline Hispanic: 8.1% decrease from baseline Two or More Races: 5.3% decrease from baseline Socioeconomically Disadvantaged: 12.3% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged 34.1% chronically absent Declined 3.1%	Yellow African American 28.7% chronically absent Declined 3.3% No Color Filipino 13.8% chronically absent Maintained 0.3%		
2.3	Local Indicator: School Climate (Priority 6)	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) 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) 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) I feel like I belong at my school: 55% of students in grades 4-8 report feeling that they belong	Spring 2025 Priority 6 Student Survey: 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. 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. Adults at my school treat me with respect:	Spring 2026 Priority 6 Dashboard Survey I feel safe at school: 67% of students agree/strongly agree, an increase of 4% compared to baseline My school is clean: 49% of students agree/strongly agree, an increase of 6% compared to baseline I feel like I belong at school: 58% of students agree/strongly agree, an increase of 3% compared to baseline	Increase by 2% and/or maintain above a 85%. 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) 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) Adults at my school treat me with respect: 74% of students in grades 4-8 report that adults at the school treat them	Change from baseline: I feel safe at school: an increase of 4% compared to baseline My school is clean: an increase of 6% compared to baseline I feel like I belong at school: an increase of 3% compared to baseline Adults at my school treat me with respect: an increase of 3% compared to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at their school (a 4 or 5 on a scale of 1-5) 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)	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. 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. 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.	Adults at my school treat me with respect: 75% of students agree/strongly agree, an increase of 3% compared to baseline My classmates treat me with respect: 55% of students agree/strongly agree, an increase of 2% compared to baseline	with respect (a 4 or 5 on a scale of 1-5) 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) 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)	My classmates treat me with respect: an increase of 2% compared to baseline
2.4	Local Indicator: Basic Services and Conditions (Safe, Clean and	Annual Williams Audit (FIT): 100% of sites audited had an overall score of "Good" or	Fall 2024 Annual Williams Audit (FIT): 100% of sites audited had	Fall 2025 Annual Williams Audit (FIT): 100% of sites audited had	Annual Williams Audit (FIT): Maintain 100% of sites audited	This remain the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Functional School Facilities) (Priority 1)	higher on the Facilities Inspection Tool (FIT).	an overall score of “Good” or higher on the Facilities Inspection Tool (FIT). This remain the same compared to baseline.	an overall score of “Good” or higher on the Facilities Inspection Tool (FIT). This remains the same compared to baseline.	having an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	
2.5	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: 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 Building Relationships between School Staff and Families Overall Mean Score: 4.31	The following are based on the local indicator's survey provided to families March and April 2025: 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	The following are based on the local indicator's survey provided to families March and April 2026 Building Relationships between School Staff and Families: Overall Mean Score: 3.72, a 0.49 decrease from baseline Highest Mean Score: 4.25, Creating welcoming environments for all families in the community Lowest Mean Score: 3.38, Developing multiple opportunities for CVUSD and school sites to	Increase by 0.2 and/or maintain baseline above 4.25 Building Partnerships for Student Outcomes: Overall Mean Score: 4.25 Creating welcoming environments for all families in the community Mean Score: 4.46 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children Mean Score 4.13	Change from baseline: Building Relationships between School Staff and Families: 0.49 decrease from baseline Building Partnerships for Student Outcomes: 1.0 decrease from baseline Seeking Input for Decision-Making: 1.15 decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Seeking Input for Decision-Making Overall Mean Score: 4.21 Highest Mean Score: 4.31 Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Lowest Mean Score: 4.15 Building the capacity of and supporting family members to effectively engage in advisory	engage in two-way communication between families and educators using language that is understandable and accessible to families 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	engage in two-way communication between families and educators using language that is understandable and accessible to families Building Partnerships for Student Outcomes: Overall Mean Score: 3.31, a 1.0 decrease from baseline Highest Mean Score: 4.31, Providing families with information and resources to support student learning and development in the home Lowest Mean Score: 2.88, Providing professional learning and support to teachers and principals to improve a school's	Building Relationships between School Staff and Families Overall Mean Score: 4.31 Providing families with information and resources to support student learning and development in the home. Mean Score: 4.46 Supporting families to understand and exercise their legal rights and advocate for their own students and all students Mean Score: 4.25 Seeking Input for Decision-Making Overall Mean Score: 4.25 Building the capacity of and supporting principals and staff to effectively engage families in advisory groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups and decision-making	development in the home 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	capacity to partner with families Seeking Input for Decision-Making Overall Mean Score: 3.06, a 1.15 decrease from baseline Highest Mean Score: 3.13, Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Lowest Mean Score: 2.88, Providing opportunities to have families, teachers, principals, and district administrators to work together to plan, design, implement, and evaluate family engagement activities at school and district levels.	and with decision-making Mean Score: 4.3 Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making Mean Score: 4.25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Parent Engagement Reflection Tool	Baseline data will be collection in Fall 2024	100% of Principals have Parent Engagement goals. This will become baseline. 100% of principals are using the reflection tool to enhance their parent engagement goals. This will become baseline. 100% of principals have set Family Capacity Building Goals and Staff Capacity Building Family-Centered Goal. This will become baseline.	100% of Principals have Parent Engagement goals. This remains the same as baseline. 100% of principals are using the reflection tool to enhance their parent engagement goals. This remains the same as baseline. 100% of principals have set Family Capacity Building Goals and Staff Capacity Building Family-Centered Goal. This remains the same as baseline.	Increase average site score by 10% as determined by baseline.	This remains the same as baseline.
2.7	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 January 2026, the ADA was 93.32%, a .58 increase over the previous year, same period of time.	Increase the Average Daily Attendance Rate to 93%	This is a 1.3% increase from baseline.
2.8	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 May 7, 2026, the Dropout Rate is 0.032%	Decrease Middle School Dropout Rate to .01%	This is a 0.012% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	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 May 7, 2026, the Expulsion Rate is 0.037%	Decrease expulsion rate to .03%.	This is a 0.023% decline from baseline.
2.10	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 appropriate), and site advisory councils. 100% of parents of individuals with	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	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	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. Maintain 100% of parents of	This remains the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	remains the same compared to baseline. 100% of schools are able to select a 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.	remains the same compared to baseline. 100% of schools are able to select a 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.	individuals with exceptional needs were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. Increase to at least 90% of Newcomer families participating in a Newcomer Welcome meeting.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			This is a 20% decrease from baseline.			
2.11	Annual Staff Gallup Poll	2023 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 71% of staff indicate they agree/strongly agree Q05: My manager, or someone at work, seems to care about me as a person. 81% of staff indicate they agree/strongly agree Q07: At work, my opinions seem to count. 65% of staff indicate they agree/strongly agree	2024 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 73% of staff indicate they agree/strongly agree, a 2% increase from baseline. Q05: My manager, or someone at work, seems to 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.	Spring 2025 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 70% of staff indicate they agree/strongly agree, a 1% decrease from baseline. Q05: My manager, or someone at work, seems to care about me as a person. 85% of staff indicate they agree/strongly agree, a 4% increase from baseline. Q07: At work, my opinions seem to count. 70% of staff indicate they agree/strongly agree, a 5%	2026 Staff Gallup Poll (Q12) Metric: Increase by 5% of staff who agree/strongly agree for each question Q02: I have the materials and equipment I need to do my work right. 76% of staff indicate they agree/strongly agree 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	Spring 2025 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right: 1% decrease from baseline. Q05: My manager, or someone at work, seems to care about me as a person: 4% increase from baseline. Q07: At work, my opinions seem to count: 5% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				increase from baseline.		
2.12	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	2026 Gallup Parent Poll: 47% of respondents are fully engaged, an increase in 1% compared to baseline. 85% of respondents agreed with the statement, "My child's school always delivers on what it promises," an increase in 5% compared to baseline. 87% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." This is a 2% increase from baseline. 83% of respondents agreed with the	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."	2026 Gallup Parent Poll: 47% of respondents are fully engaged, an increase in 1% compared to baseline. 85% of respondents agreed with the statement, "My child's school always delivers on what it promises," an increase in 5% compared to baseline. 87% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." This is a 2% increase from baseline. 83% of respondents agreed with the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			statement, "This school is perfect for my child." This is a 1% increase from baseline.	statement, "This school is perfect for my child." This is a 5% increase from baseline.		statement, "This school is perfect for my child." This is a 5% increase from baseline.
2.13	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.	During the Spring 2026 Gallup Employee Engagement Survey, 79% of staff agreed/strongly agreed with the statement "I feel safe at work." 82% 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 4% increase compared to baseline.	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."	This is a 4% increase compared to baseline.

Goal Analysis [2025-26]

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

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

Implementation of Goal 2 focused on strengthening safe, respectful, and empowering learning environments through coordinated behavior support systems, student engagement efforts, restorative practices, student voice opportunities, and expanded collaboration between school

sites and district support teams. Districtwide implementation emphasized the Necessary Conditions for Learning, positive school climate, relationship centered practices, and systems designed to strengthen student belonging, engagement, and connectedness.

Schools continued implementation of behavior response systems, restorative approaches, escalation cycle intervention strategies, and relationship centered practices designed to improve consistency in responses to student behavior and strengthen positive learning environments. Staff participated in professional learning related to Safety Care, restorative conversations, trauma informed approaches, de escalation strategies, and collaborative problem solving. Expanded coordination between Educational Services, school leadership teams, counselors, campus safety personnel, mental health staff, and student support teams increased alignment of supports for students experiencing attendance, engagement, behavioral, and social emotional challenges (Goal 2, Actions 2.6, 2.12, 2.13, 2.16). Campus Aides provided essential supervision during unstructured times including before and after school, passing periods, lunch, and recess, contributing to safer school environments and reduced suspension rates districtwide (Goal 2, Action 2.13). District Safety and Security systems, including the Visitor Management System, Bus Safety Systems, and Safety Equipment investments, strengthened campus safety infrastructure and supported consistent implementation of safety protocols across all sites (Goal 2, Actions 2.10, 2.11, 2.14). Facilities Improvement and Custodial and Grounds investments sustained safe, clean, and well maintained learning environments across all school sites (Goal 2, Actions 2.7, 2.8).

Student voice and leadership opportunities expanded through TED Ed, Demonstrations of Learning, classroom reflection structures, leadership teams, advisory opportunities, and student feedback systems connected to Priority 6 surveys. Schools increasingly incorporated student reflection and engagement opportunities designed to strengthen communication, belonging, and participation in school improvement efforts. Priority 6 surveys continued serving as a districtwide system for gathering student perceptions related to connectedness, engagement, belonging, and school climate (Goal 2, Action 2.3). Translation Services, Community Liaisons, and Family and Community Engagement staff expanded outreach and communication systems to strengthen partnerships between schools and families, particularly for English Learner and unduplicated student populations (Goal 2, Actions 2.1, 2.2, 2.4). Office Support staff and Site Administrative Support strengthened daily attendance, enrollment, and family connection systems at school sites (Goal 2, Actions 2.6, 2.9). The Homeless and Foster Liaison continued coordinating services and resources for students experiencing homelessness and foster care placements, reducing barriers to attendance and academic participation (Goal 2, Action 2.17). Additional Concentration Grant funding provided targeted direct services at sites with the highest concentrations of unduplicated students, supporting site selected interventions aligned to suspension reduction, attendance improvement, and school climate goals (Goal 2, Action 2.18).

Although implementation expanded across schools, reflection on implementation demonstrated continued variability in the consistency and depth of student voice opportunities, restorative practices, and school climate systems. Schools with stronger collaborative planning structures, coaching support, and embedded student leadership systems generally demonstrated stronger implementation and more consistent engagement opportunities, while other schools relied more heavily on informal structures or isolated implementation efforts. Implementation reflections also identified increased need for differentiated behavior support systems, proactive intervention structures, expanded paraeducator training, and additional support related to student mental health and social emotional needs. Educational partner feedback consistently reinforced the importance of strengthening student belonging, increasing authentic engagement opportunities, and improving consistency of school climate practices across schools and non classroom settings (Goal 2, Actions 2.5, 2.16).

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

Several actions under Goal 2 reflected material differences between planned and actual expenditures due to operational adjustments, expanded safety investments, staffing changes, and the use of supplemental funding sources. For Engagement Surveys (Goal 2, Action 3), actual expenditures were lower than anticipated because a portion of the survey costs was charged to a one-time grant rather than LCFF contributing funds.

For Facilities Improvement (Goal 2, Action 7), expenditures were significantly higher than originally budgeted due to additional facility projects prioritized through committee input and voting processes, including portable roofing projects, AVO carpet replacement, and PA/clock system upgrades.

For Visitor Management System (Goal 2, Action 10), expenditures exceeded the original budget due to districtwide updates and enhancements to the Raptor Visitor Management System.

For Campus Aides (Goal 2, Action 13), actual expenditures were higher than planned because additional campus aide hours were funded to support breakfast supervision during the transition from Expanded Learning Opportunities Program (ELOP) to School and Community (S&C) programming.

For Safety Equipment (Goal 2, Action 14), expenditures significantly exceeded planned amounts due to several large one-time safety and security projects, including keyless entry systems, security radios, and districtwide bus camera refresh projects.

For Pool Safety- Lifeguard (Goal 2, Action 15), actual expenditures came in zero because the position was a vacancy which was not successfully filled.

For Counseling Program (Goal 2, Action 16), expenditures increased due to negotiated salary increases, including a 2% on-schedule increase and a 2.5% off-schedule increase for applicable staff.

For Additional Concentration Grant (Goal 2, Action 18), actual expenditures exceeded projections because vacancies were filled during the year and school sites utilized staffing allocations more efficiently than initially anticipated.

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

Actions under Goal 2 demonstrated positive effectiveness in strengthening safe, respectful, and empowering learning environments through language access systems, family and community engagement, campus safety infrastructure, and student and staff support services. Translation Services supported by Bilingual and Bicultural staff managed over 1,500 daily touchpoints — including 933 meetings and 604 phone calls — maintaining consistent communication across all 27 schools (Goal 2, Action 2.1). Family Liaisons provided specialized support for special education compliance, facilitating 400 IEP meetings, 139 assessments, and 131 complex document translations, while the Hanna Interpreting Services partnership extended capacity through 1,058 parent-teacher conferences and 690 on-demand calls. Together, these coordinated language access efforts contributed to a 79.6% family satisfaction rating from 682 survey responses, directly supporting Metric

2.6 family engagement indicators and Metric 2.3 chronic absenteeism improvements by ensuring families received timely, accessible communication about attendance.

Family and Community Engagement actions demonstrated strong effectiveness in building the conditions for family partnership and student attendance (Goal 2, Actions 2.2, 2.4). The FACE Department coordinated 17 Community Liaisons to deliver 65 Family Workshops, 6 DELAC meetings, and 496 home visits — 100% of which participating staff found beneficial. Preschool orientations reached 481 families, ensuring a welcoming transition for the district's youngest learners. Two Poverty Simulations with debriefs resulted in 81.8% of staff reporting a better understanding of challenges faced by families, and 80.8% feeling confident in applying what they learned directly to students and families (Metric 2.4). These actions partially explain the districtwide improvement in Metric 2.3 chronic absenteeism (-3.7% from baseline), and most significantly, the 16.5-point reduction in chronic absenteeism for Homeless students — the largest subgroup improvement in the entire LCAP. Liaison outreach also facilitated 72% of all Newcomer family meetings, extending multilingual engagement across the district. All principals maintained Parent Engagement goals, utilized the Family Engagement Reflection Tool, and set both Family Capacity Building and Staff Capacity-Building Family-Centered Goals, establishing the foundational infrastructure for sustained partnership improvement.

Although family engagement volume and reach expanded significantly, Metric 2.6 (Family Engagement — Building Partnerships) declined 0.49 points from the 4.21 baseline to 3.72, and fully engaged parent participation in the Gallup Poll declined slightly from 45% to 44%, consistent with the pattern in Metric 2.6 (Goal 2, Action 2.3). The 13% decrease in Newcomer family meeting participation from baseline further signals that high-volume outreach activity has not yet translated into deeper perceived partnership. Staff survey data from 1,934 respondents and 2,935 family Gallup participants demonstrated that employee engagement rose from 55% to 59% and the leadership driver improved from 4.35 to 4.40, reflecting positive internal culture trends even as family partnership perceptions remain an area of need.

The District Homeless/Foster Liaison demonstrated strong effectiveness in coordinating wraparound services that removed material barriers to school access for students experiencing homelessness (Goal 2, Action 2.17). Services provided included no-cost Extended Day Program access, camp participation, backpacks and supplies, Chromebook insurance, transportation, clothing, and shoes gift cards. These direct supports, combined with reliable RFID Bus System tracking through Zonar and Stopfinder GEO Alerts that provided real-time transportation notifications to families (Goal 2, Action 2.11), collectively reduced the most significant logistical barriers to attendance for students in the unduplicated count. The 16.5-point reduction in chronic absenteeism for Homeless students (Metric 2.3 — from 68.5% baseline to 50.5%) reflects the measurable impact of these equity-focused access supports.

Site Administrative Support through additional Assistant Principal FTE demonstrated effectiveness in strengthening student connectedness, engagement, and site-level capacity for data-driven intervention (Goal 2, Action 2.6). As of March 2026, 100% of schools participating in the Student Support Team process reported increases across six areas: effectiveness of interventions, balance of time and effort within overall job responsibilities, team role clarity, effectiveness of data review processes, administrator time dedicated to classroom observations and feedback, and site-wide communication systems. These systems contributed directly to reductions in both chronic absenteeism and out-of-class behavior referrals, providing operational evidence that supports the districtwide improvements observed in Metric 2.1 (suspension - 0.3%) and Metric 2.3 (chronic absenteeism -3.7%). All sites implemented onboarding structures for new students regardless of enrollment date, and Student Advisory Teams led by Assistant Principals incorporated student voice in school improvement efforts aligned with Metric 2.4 belonging gains.

Site and central counselors demonstrated effectiveness in extending academic, career, and social-emotional support to students in the unduplicated count (Goal 2, Action 2.16). Counselors delivered classroom guidance lessons across grade levels, including middle school sessions addressing bullying, suicide, and human trafficking prevention, providing structured exposure to critical safety topics as part of the regular instructional calendar. This proactive counseling infrastructure complemented the broader network of behavior support and student connectedness systems reflected in Metric 2.4 (Priority 6 School Climate), reinforcing gains in belonging and respect indicators alongside Site Administrative Support (Goal 2, Action 2.6) and Campus Aide supervision (Goal 2, Action 2.13). Negotiated salary increases drove higher-than-budgeted personnel costs for the program this year, reflecting the district's continued investment in maintaining counseling capacity as a core support structure rather than a reduction in service levels.

School office practices and student reception systems demonstrated effectiveness in improving family communication and welcoming environments (Goal 2, Action 2.9). Parent Gallup Survey indicators directly linked to office support include: 'My child's school is a welcoming environment' (4.41), 'My child is always treated with respect at school' (4.26), and 'The communication I receive from my child's school is perfect for me' (4.25), each establishing a baseline from which the district targets a 0.2 improvement. Recruitment and staffing actions maintained 100% fingerprinting compliance and CPR certification and renewal rates across staff (Goal 2, Action 2.5), ensuring students in the unduplicated count are served by qualified, prepared personnel contributing to the safe and predictable environments reflected in Metric 2.4 safety and respect indicators. Concentration Grant funding further enabled staffing levels and student support structures at high-need sites with over 55% unduplicated pupil populations (Goal 2, Action 2.18), directly supporting reductions in chronic absenteeism and suspension rates where the greatest concentrations of unduplicated students are served.

Campus safety actions demonstrated strong operational effectiveness in creating safe and secure learning environments (Goal 2, Actions 2.10, 2.11, 2.12, 2.13, 2.14). The Raptor Visitor Management System strengthened campus entry security through consistent visitor screening cross-referenced against sex offender databases, with real-time administrator notifications (Goal 2, Action 2.10). Middle School Campus Safety Leads, with the addition of five Site Safety Specialists expanding elementary coverage, maintained a districtwide safety coordination structure including a dedicated coordinator, dispatcher, and administrative assistant. Campus Aides provided active monitoring during unstructured times — before and after school, passing periods, lunch, and recess — with proactive conflict intervention contributing to reductions in out-of-class behavior referrals. High levels of proactive monitoring are reflected in 419 incident reports and 113 student contact reports, demonstrating improved documentation and follow-up. Safety Equipment upgrades including keyless entry systems, security radio improvements, and bus camera refreshes further strengthened the overall safety infrastructure. These investments are directly linked to Metric 2.4 (I feel safe at school: +4% from baseline to 67%) and supported the overall reduction in suspensions reflected in Metric 2.1 (All Students: -0.3%).

Although campus safety actions produced measurable improvements in districtwide suspension and school climate indicators, Metric 2.1 data demonstrated that subgroup disparities persisted for Foster Youth (+4.5% from baseline) and African American students (+1.6% from baseline). Reflection on implementation demonstrated that restorative practices and relationship-centered approaches were implemented with greater consistency in schools with stronger coaching support and collaborative planning structures, while other schools experienced greater variability in the depth and consistency of proactive intervention systems. Educational partner feedback consistently identified student behavior and mental health-related needs as ongoing challenges that exceeded current support capacity in some settings, reinforcing the need for expanded and differentiated approaches in the coming year.

Facilities Improvement and Custodial and Grounds actions demonstrated effectiveness in maintaining the physical learning environments necessary for student engagement, attendance, and safety (Goal 2, Actions 2.7, 2.8). The district maintained 100% of schools at a Good or higher score on the Facilities Inspection Tool (Metric 2.5 — Williams Audit). Prioritized facility projects including portable roofing repairs, AVO carpet replacement, and PA/clock system upgrades addressed the most critical needs identified through committee input and site feedback. Consistent custodial upkeep across all 27 schools contributed directly to Metric 2.4 school cleanliness gains (+6% from baseline to 49%), which represent a foundational condition for the belonging and safety improvements observed in Priority 6 survey data. Lifeguard coverage additionally supported safe delivery of water safety instruction and swimming programming, ensuring access to essential skills for students in the unduplicated count with limited access to aquatic facilities outside of school (Goal 2, Action 2.15).

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

Based on implementation evidence, educational partner feedback, and reflection on prior practice, the district will implement several refinements during the 2026-27 school year to strengthen student belonging, engagement, school climate, and behavior support systems.

The district will implement a more systematic and measurable student voice structure across all schools (Goal 2, Action 2.3). Educational partner feedback gathered through Priority 6 surveys, TED Ed reflections, advisory opportunities, student listening sessions, and site based discussions consistently demonstrated that students value opportunities to share ideas, influence decisions, and participate in meaningful leadership experiences. In response, the district will implement three districtwide student reflection questions administered each trimester for students in grades 5-8 focused on belonging, engagement, leadership opportunities, learning experiences, and perceptions of safety. Schools will also expand structured listening sessions, advisory opportunities, and student leadership systems to gather more meaningful qualitative feedback regarding student experiences and school connectedness.

Student leadership opportunities and Demonstrations of Learning will continue expanding districtwide to strengthen communication, engagement, belonging, and future readiness (Goal 2, Action 2.3; Goal 1, Action 1.1). Educational partner feedback consistently reinforced the importance of authentic student participation in school improvement efforts and meaningful leadership experiences connected to student interests, strengths, and voice.

Professional learning systems connected to school climate and student behavior will expand significantly during the 2026-27 school year (Goal 2, Actions 2.6, 2.12, 2.13, 2.16). Staff feedback consistently identified behavior support as the highest requested area of professional learning need, particularly related to restorative conversations, de escalation strategies, escalation cycle intervention, and supporting students experiencing social emotional challenges. In response, the district will increase professional learning opportunities focused on evidence based behavior response systems, relationship centered practices, restorative approaches, collaborative problem solving, and proactive intervention systems. Differentiated support pathways and coaching opportunities will also expand for paraeducators and support staff (Goal 2, Actions 2.5, 2.13, 2.16).

The district will additionally expand support structures connected to the Necessary Conditions for Learning into lunch, recess, and other non classroom settings to strengthen implementation consistency across the entire school day (Goal 2, Action 2.13). Reflection on implementation demonstrated that many student behavior challenges occurred during less structured environments, reinforcing the need for stronger proactive systems, relationship building, and consistent expectations across all settings.

Monday collaboration structures and site based planning systems will increasingly focus on analysis of school climate data, student engagement trends, behavior supports, and collaborative planning aligned to site specific needs (Goal 1, Actions 1.5, 1.6). These refinements are intended to strengthen districtwide coherence while still allowing schools flexibility to respond to unique student and community needs.

The Pool Safety Lifeguard action has been moved from Supplemental and Concentration funding to Title IV-A funding because it more accurately aligns with Title IV-A's purpose of supporting safe and healthy students (Goal 2, Action 2.15). While the lifeguard position supports student safety during aquatic programming, it serves all students regardless of unduplicated status and does not directly and principally increase or improve services for English Learners, foster youth, or low-income students as required of Supplemental and Concentration expenditures. Title IV-A is the more appropriate and compliant funding source for this school safety investment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Translation Services	With rising enrollment and 40 percent of incoming students being English learners who speak 30 different languages, we plan to boost funding for translation and interpretation services. District translators will ensure clear communication for students and their families, bridging cultural gaps and strengthening community bonds. This service will help English Learners and their families better understand and engage with their schools, which is expected to improve their academic performance. Aligned with our dashboard requirements, these actions are designed to address various areas of concern across the district. They are intended to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. They seek to enhance performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please consult addendum A appended to this document.	\$637,083.00	Yes
2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE) The Grants Engagement Supervisor will be responsible for developing, staffing, and managing programs that support family engagement, leadership development, and the forging of partnerships with local organizations. Engaging families and community members in the	\$291,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational process not only boosts academic performance but also enhances safety support. These initiatives are aimed at improving both academic and social-emotional outcomes for English Learners and low-income students. Additionally, the Director of English Learner and Family and Community Engagement (FACE) will oversee the coordination of bilingual programs and the curriculum for English Learners. This includes the development, implementation, and monitoring of student growth data to boost academic achievements for language learners. The director will also seek grant funding to secure additional resources for English Learner students and their families. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.		
2.3	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.	\$45,000.00	Yes
2.4	Community Liaisons	Family and Community Liaisons will enhance family and community involvement in student learning, providing guidance on how to support students' academic and behavioral development. To meet the diverse needs of families, meetings will be scheduled during and after school hours, offering access to district support and programs. With enrollment increasing and a significant rise in the number of English Learners, expanded family outreach is essential. Liaisons will staff a central family welcome center available daily to assist families. In accordance with our dashboard requirements, these actions are designed to address various	\$838,773.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.5	Recruit and maintain high quality staffing supporting students	By offering these services to both current and potential staff, we can effectively fill positions and ensure our district is adequately staffed. Increasing staffing will allow a district CPR Trainer to deliver comprehensive training, equipping staff to handle student medical emergencies both on and off campus, particularly benefiting our unduplicated population. Additionally, addressing the prohibitive cost of fingerprinting, which has been a barrier to recruiting and retaining staff, will remove a significant obstacle and improve our ability to attract and retain qualified personnel. While these services are available to all applicable staff, the goal is to provide adequate and quality staffing for students represented in our unduplicated count.	\$115,000.00	Yes
2.6	Site Administrative Support	Additional funding will be allocated for assistant principals to enhance support for students identified within the unduplicated count, aiming to improve student connectedness, engagement, attendance, and academic outcomes. Specifically, middle schools with more than 800 students and over 55% unduplicated count will receive 0.5 FTE Assistant Principals. Similarly, elementary schools with enrollments exceeding 900 and over 55% unduplicated count will also receive additional administrative support with Assistant Principals at 0.25 FTE each. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A located at the end of this document.	\$1,655,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Facilities Improvement	The district's maintenance and operations department will offer services focused on the necessary repairs and upkeep of facilities, aiming to sustain a secure and well-maintained learning environment. This initiative is specifically designed to benefit all students, particularly those in our unduplicated population, by enhancing their educational performance and outcomes. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document.	\$3,000,000.00	Yes
2.8	Custodial and Grounds	Maintenance staff members will provide custodial and grounds services to maintain the school facilities effectively. This effort is intended to create a safe and well-kept learning environment particularly for those represented in our unduplicated count. Based on our dashboard needs, this action will support decreasing chronic absenteeism districtwide as well as for our sites with red indicators. For additional information on low performance at the school level for chronic absenteeism, please see addendum A at the end of this document. While all students benefit from maintenance of our facilities, the services are primarily directed towards students represented in our unduplicated count.	\$2,148,500.00	Yes
2.9	Office Support	To increase attendance and engagement among students in the unduplicated count, CVUSD has established a family resource and enrollment center and increased support staffing at sites. The current accountability dashboard indicates that these students are experiencing high chronic absenteeism and could greatly benefit from additional support. School Administrative Assistant Leads, in collaboration with site office staff, will strive to fulfill the Cajon Valley 8 Promises by fostering positive	\$797,598.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.10	Visitor Management System	Front office staff will utilize a visitor management system to enhance school safety, particularly for students in the unduplicated count. This system improves security by scanning visitors' identification, cross-referencing the information with a sex offender database, and notifying campus administrators if there is a match. This proactive approach significantly increases student safety on campus. The system's maintenance will undergo an annual review to ensure its effectiveness. While this system is used for all visitors, the primary intention of this security measure is to protect students represented in our unduplicated count.	\$152,657.00	Yes
2.11	Bus Safety Systems	CVUSD invests in technologies like the RFID Bus System with Zonar and Stopfinder GEO Alerts to significantly enhance student safety during school transportation. These systems provide real-time tracking of bus locations, ensuring that both school administrators and parents are always informed of the bus's location, which is crucial in emergencies or unexpected delays. They also facilitate enhanced communication through real-time notifications about schedule changes, increasing transparency and trust among all stakeholders. Additionally, the ability to monitor bus routes and student boarding details helps maintain accountability and ensures that students board and alight at the correct stops, further safeguarding their travel to and from school. By improving operational efficiency and providing a safer transportation environment, these technologies are vital investments for student safety. While any student accessing transportation will benefit from this communication system, increasing our transportation efficiency is primarily directed towards students represented in our unduplicated count.	\$122,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	District Safety and Security	Middle School Campus Safety Leads will assist schools in ensuring a safe and secure environment for the protection of students, staff, visitors, and property. The team will include a coordinator, dispatcher, and administrative assistant dedicated to managing and overseeing safety across all campuses. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While all students will benefit from these expanded security supports, they are primarily directed towards students represented in our unduplicated count.	\$1,777,326.00	Yes
2.13	Campus Aides	Campus aides are essential for student safety during unstructured times such as before and after school, passing periods, lunch, and recess. By actively monitoring key areas and engaging with students, they help prevent problems and ensure a safe environment. Their presence, intervention in conflicts, and familiarity with emergency procedures contribute to maintaining order. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A at the end of this document. While this staffing supports all students, the additional support is primarily directed towards students represented in our unduplicated count.	\$1,583,699.00	Yes
2.14	Safety Equipment	These safety enhancement projects are specifically designed to increase student safety across various aspects of the school environment. Upgrading site fire alarms ensures that students and staff can be quickly alerted in case of a fire, allowing for prompt evacuation and immediate emergency responses. Improving security radios at the District Office enhances communication during emergencies, enabling swift, coordinated actions. Additionally, refreshing bus cameras strengthens monitoring on school buses, ensuring incidents are recorded and managed more effectively. This proactive approach not only addresses current safety	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
2.15	Pool Safety-Lifeguard	Removed	\$0.00	No
2.16	Counseling Program	Site and central counselors will enhance support for unduplicated students by focusing on academic achievement, career development, and social-emotional support. They will conduct classroom guidance lessons, including middle school sessions on bullying, suicide, and human trafficking prevention. These efforts are intended to improve both academic and social-emotional support for students within our unduplicated count. In response to our dashboard requirements, this action aims to reduce both chronic absenteeism and suspension rates districtwide, particularly targeting sites with red indicators. For further insights into school-level performance regarding chronic absenteeism and suspension, please refer to addendum A located at the end of this document.	\$4,223,246.00	Yes
2.17	Homeless/Foster Liaison Support (Title I)	District Homeless Liaison will coordinate services and resources for students experiencing homelessness and experiencing unique barriers to academic success. By providing basic school supplies and services, students have greater opportunities for academic and social-emotional growth. Cajon Valley students experiencing homelessness receive: No cost EDP, Camp, Backpack & supplies, Chrome book insurance, transportation, clothing, and shoes gift cards	\$236,200.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Additional Concentration Grant	With additional Concentration grant, provide the sites over 55% UPP with additional support for direct services for students represented in our unduplicated count population. These funds aim to decrease chronic absenteeism and suspension rates districtwide, particularly at sites flagged with red indicators. Furthermore, they seek to improve performance in English language arts and math across the district and at specific sites facing challenges. For further details on low performance at the school level for these metrics, please refer to addendum A appended to this document.	\$7,436,496.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials)	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. This remains the same compared to baseline. There were no vacant teacher positions. This remains the same compared to baseline. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home. This remains the same compared to baseline.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. This remains the same compared to baseline. There were no vacant teacher positions. This remains the same compared to baseline. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home. This remains the same compared to baseline.	Maintain Baseline: Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	This remains the same compared to baseline.
3.3	Local Indicators: Implementation of State Academic Standards (Priority 2)	Baseline information will be collected through an annual Professional Learning Survey during the 24/25 school year.	The following are based on the local indicator's survey provided to staff March and April 2025:	The following are based on the local indicator's survey provided to staff March and April 2026:	Maintain at or above a 4.0 and or increase by 0.2. Implementation of Academic	Change from baseline: Implementation of Academic Standards in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.64	Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 4.0	Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.79	Standards in English Language Arts (ELA) Mean Score: 3.84	English Language Arts (ELA): 0.15 point increase from baseline
		Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.24	Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.15	Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.08	Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.42	Implementation of Academic Standards in English Language Development (ELD): 0.16 point decline from baseline
		Implementation of Academic Standards in Mathematics Mean Score: 3.94	Implementation of Academic Standards in Mathematics Mean Score: 3.92	Implementation of Academic Standards in Mathematics Mean Score: 3.27	Implementation of Academic Standards in Mathematics Mean Score: 4.14	Implementation of Academic Standards in Mathematics: 0.37 point decline from baseline
		Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.01	Implementation of Academic Standards in Next Generation Science Standards Mean Score: 2.74	Implementation of Academic Standards in Next Generation Science Standards Mean Score: 2.64	Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21	Implementation of Academic Standards in Next Generation Science Standards: 0.45 point decline from baseline
		Implementation of Academic Standards in History/Social Science Mean Score: 2.92	Implementation of Academic Standards in History/Social Science Mean Score: 2.63	Implementation of Academic Standards in History/Social Science Mean Score: 2.47	Implementation of Academic Standards in History/Social Science Mean Score: 3.12	Implementation of Academic Standards in History/Social Science: 0.19 point decline from baseline
		Implementation of Academic Standards in Career Technical Education Mean Score: 3.41			Implementation of Academic Standards in Career Technical	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Content Standards Mean Score: 2.58 Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.31 Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.19 Implementation of Academic Standards in World Language Mean Score: 2.07	Implementation of Academic Standards in Career Technical Education Mean Score: 3.42 Implementation of Academic Standards in Heath Education Content Standards Mean Score: 2.29 Implementation of Academic Standards in Physical Education Content Standards Mean Score: 2.75 Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.61 Implementation of Academic Standards in World Language Mean Score: 1.92	Implementation of Academic Standards in Career Technical Education Mean Score: 3.22 Implementation of Academic Standards in Heath Education Content Standards Mean Score: 2.55 Implementation of Academic Standards in Physical Education Content Standards Mean Score: 2.97 Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.17 Implementation of Academic Standards in World Language Mean Score: 2.05	Education Mean Score: 3.61 Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.78 Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.51 Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.39 Implementation of Academic Standards in World Language Mean Score: 2.27	Implementation of Academic Standards in Career Technical Education: 0.19 point decline from baseline Implementation of Academic Standards in Heath Education Content Standards: 0.03 point decline from baseline Implementation of Academic Standards in Physical Education Content Standards: 0.34 point decline from baseline Implementation of Academic Standards in Visual and Performing Arts: 0.02 point decline from baseline Implementation of Academic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Standards in World Language: 0.02 point decline from baseline
3.4	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)	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	100% of students receive ELD instruction. 100% of students enrolled in core classes. 100% of EL students enrolled in core classes, guaranteeing access to all CCSS. 100% of unduplicated students and student with exceptional needs enrolled in a broad course of study.	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	The remains the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the same compared to baseline.		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 Red: English Learners: 84.4 points below standard Declined 13.6 points Homeless: 113.2 points below standard Declined 14.7 points Foster Youth: 98.8 points below standard Declined 30.8 points Orange: African American: 68.1 points below standard Declined 5.8 points Asian: 58.8 points below standard	2024 California Dashboard: All Students (Orange): 53.5 points below standard Performance Level Low Declined 7.1 points from baseline. Red: English Learners: 96.3 points below standard Declined 10.9 points from baseline. Long Term English Learners: 121.6 points below standard Declined 10.3 points from baseline. Students with Disabilities: 115.4 points below standard	2025 California Dashboard: All Students color indicator: Orange 51.1 points below standard Maintained 2.4 points Red: English Learner 94.6 points below standard Maintained 1.7 points Foster 82.2 points below standard Declined 5 points Asian 86.9 points below standard Declined 12.1 points African American 75.5 points below standard Maintained -1.1 points	2026 California Dashboard: Increase performance by 9 points from 2023 baseline. All Students (Yellow): 37.4 points below standard English Learners: 75.4 points below standard Homeless: 104.2 points below standard Foster Youth: 89.8 points below standard African American: 59.1 points below standard Asian: 49.8 points below standard Hispanic:	Change from baseline: All Students: 4.7 point decline from baseline English Learners: 9.2 point decline from baseline Homeless: 18.3 point increase from baseline Foster Youth: 16.6 point increase from baseline African American: 7.4 point decline from baseline Asian: 28.1 point decline from baseline Hispanic: 3.7 point increase from baseline Pacific Islander: 6.2 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Declined 31.5 points Hispanic: 59.1 points below standard Declined 3 points Pacific Islander: 40.2 points below standard Declined 10.6 points Socioeconomically Disadvantaged: 63.5 points below standard Declined 6 points Students with Disabilities: 113.7 points below standard Increased 3.4 points White: 35.2 points below standard Declined 9.7 points Yellow: Two or More Races: 25 points below standard Increased 4.1 points Blue: Filipino:	Maintain -1.7 points from baseline. Asian: 74.8 points below standard Declined 16.0 points from baseline. African American: 74.6 points below standard Declined 6.5 points from baseline. Orange: Hispanic: 63.4 points below standard Declined 4.2 points from baseline. Pacific Islander: 54.7 points below standard Declined 14.5 points from baseline. Homeless: 107.6 points below standard Increased 5.5 points from baseline.	Orange Long Term English Learner 107.8 points below standard Increased 13.8 points Homeless 94.9 points below standard Increased 12.7 points Students with Disabilities 106.3 points below standard Increased 9.1 points White 40.7 points below standard Maintained 2.4 points Yellow Socioeconomically Disadvantaged 62.3 points below standard Increased 5.2 points American Indian	50.1 points below standard Pacific Islander: 31.2 points below standard Socioeconomically Disadvantaged: 54.5 points below standard Students with Disabilities: 104.7 points below standard White: 26.2 points below standard Two or More Races: 16 points below standard Filipino: 30.6 points above standard	Socioeconomically Disadvantaged: 1.2 point increase from baseline Students with Disabilities: 7.4 point increase from baseline White: 6.9 point increase from baseline Two or More Races: 6.9 point increase from baseline Filipino: 25.2 point decrease from baseline American Indian: 4.4 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		39.6 points above standard Increased 25.6 points	Foster Youth: 77.2 points below standard Increased 21.6 points from baseline. Socioeconomically Disadvantaged: 65.5 points below standard Increased 4.0 points from baseline. White: 43.2 points below standard Declined 7.9 points from baseline. Two or More Races: 34.5 points below standard Declined 9.5 points from baseline. No Color: American Indian: 50.9 points below standard Declined 20.1 points from baseline.	26.3 points below standard Increased 24.5 Two or More Races 18.1 points below standard Increased 16.3 points Hispanic: 55.4 points below standard Increased 8 points Pacific Islander 33.7 points below standard Increased 21 points No Color Filipino 14.4 points above standard Declined 37.5 points		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Filipino: 56.9 points above standard Increased 17.3 points from baseline.			
3.6	CAASPP Achievement Levels (ELA)	22-23 CAASPP ELA Achievement Levels: 33.42% of all students met or exceeded standard. 10.41% of all Students with Disabilities met or exceeded standard 5.66% of all English Language Learners met or exceeded standard 26.45% of all students who are Socio Economically Disadvantaged met or exceeded standard 16.46% of all students who are Homeless met or exceeded standard 7.14% of Foster Youth met or exceeded standard 29.17% of all students who are American	23/24 CAASPP ELA Achievement Levels: 31.78% of all students met or exceeded standard, a 1.64% decrease from baseline. 10.39% of all Students with Disabilities met or exceeded standard, a 0.2% decrease from baseline. 4.59% of all English Language Learners met or exceeded standard, a 1.07% decrease from baseline. 27.47% of all students who are Socio Economically	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. 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. 4.59% of all English Language Learners met or exceeded standard, maintaining from previous year and	25-26 CAASPP ELA Achievement Levels: Increase 6% across all student groups. 52.6% of all students met or exceeded standard. 21.75% of all Students with Disabilities met or exceeded standard 16.87% of all English Language Learners met or exceeded standard 41.27% of all students who are Socio Economically Disadvantaged met or exceeded standard	24/25 CAASPP ELA Achievement Levels: All students met or exceeded standard: 1.75% decrease from baseline. Students with Disabilities met or exceeded standard: 0.69% increase from baseline. English Language Learners met or exceeded standard: 1.07% decrease from baseline. Socio Economically Disadvantaged met or exceeded standard: 1.08% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indian met or exceeded standard 30.08% of all students who are Asian met or exceeded standard 24.23% of all students who are African American met or exceeded standard 60.00% of all students who are Filipino met or exceeded standard 23.38% 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 36.38% 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	Disadvantaged met or exceeded standard, a 1.02% increase from baseline. 17.77% of all students who are Homeless met or exceeded standard, a 1.31% increase from baseline. 6.25% of Foster Youth met or exceeded standard, a 0.89% decrease from baseline. 38.23% of all students who are American Indian met or exceeded standard, a 9.06% increase from baseline. 28.21% of all students who are Asian met or exceeded standard, 1.87% decrease from baseline.	a 1.07% decrease from baseline. 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. 14.95% of all students who are Homeless met or exceeded standard, a 2.82% decrease from previous year and a 1.51% decrease 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. 26.47% of all students who are American Indian	31.80% of all students who are Homeless met or exceeded standard 25.43% of Foster Youth met or exceeded standard 39.85% of all students who are American Indian met or exceeded standard 80.70% of all students who are Asian met or exceeded standard 35.85% of all students who are African American met or exceeded standard 76.05% of all students who are Filipino met or exceeded standard 42.08% of all students who are Hispanic met or exceeded standard	Homeless met or exceeded standard: 1.51% decrease from baseline. Foster Youth met or exceeded standard: 5.37% increase from baseline. American Indian met or exceeded standard: 2.7% decrease from baseline. Asian met or exceeded standard: 11.14% decrease baseline. African American met or exceeded standard: 0.77% decrease from baseline. Filipino met or exceeded standard: 0.86% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			23.71% of all students who are African American met or exceeded standard, 1.03% decrease from baseline.	met or exceeded standard, a 11.76% decrease from previous year and a 2.7% decrease from baseline.	44.52% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard	Hispanic met or exceeded standard: 1.36% increase from baseline.
			70.00% of all students who are Filipino met or exceeded standard, a 10% increase 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.	64.82% of all students who are Two or More Races met or exceeded standard	Native Hawaiian or Pacific Islander met or exceeded standard: 6.29% increase from baseline.
			26.86% of all students who are Hispanic met or exceeded standard, a 3.48% 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.	66.72% of all students who are White met or exceeded standard	Two or More Races met or exceeded standard: 0.3% decrease from baseline.
			32.05% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard, a 0.05% 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.		White met or exceeded standard: 2.03% decrease from baseline.
			34.96% of all students who are Two or More Races met or			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceeded standard, a 1.42% decrease from baseline. 36.15% of all students who are White met or exceeded standard, a 1.87% decrease from baseline.	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. 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. 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. 35.99% of all students who are White met or exceeded		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				standard, a 0.16% decrease from previous year and a 2.03% decrease from baseline.		
3.7	iReady Diagnostic Results (ELA)	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. All Students: K-8 Tier 1 (on or above grade level): 31% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 38% Students with Disabilities: Tier 1 (on or above grade level): 12% Tier 2 (one grade level below): 27% Tier 3 (two of more grade levels below): 61% English Learners: Tier 1 (on or above grade level): 10% Tier 2 (one grade level below): 29%	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. All Students: K-8 Tier 1 (on or above grade level): 30%, a 1% increase from baseline. Tier 2 (one grade level below): 31%. This remains the same compared to baseline. Tier 3 (two of more grade levels below): 39%, a 1% increase from baseline. Students with Disabilities: Tier 1 (on or above grade level): 13%, a 1% increase from baseline.	Based on Diagnostic #2 Data given in January 2026, 34% of students are projected to be on or above grade level by the end of the year. All Students: K-8 Tier 1 (on or above grade level): 31% Tier 2 (one grade level below): 30% Tier 3 (two of more grade levels below): 39% Students with Disabilities: Tier 1 (on or above grade level): 14% Tier 2 (one grade level below): 25% Tier 3 (two of more grade levels below): 62% English Learners: Tier 1 (on or above grade level): 9%	Increase Tier 1 by 6% across all student groups. Based on Diagnostic #2 Data given in February 2027, 41% of students are projected to be on or above grade level by the end of the year. All Students: K-8 Tier 1 (on or above grade level): 37% Students with Disabilities: Tier 1 (on or above grade level): 18% English Learners: Tier 1 (on or above grade level): 16% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 30%	Based on Diagnostic #2 Data given in February 2026, there was a decrease of 1% of all students projected to be on or above grade level by the end of the year. All Students: Tier 1: Maintained compared to baseline Tier 2: Maintained compared to baseline Tier 3: 1% decrease compared to baseline Students with Disabilities: Tier 1: 2% increase compared to baseline Tier 2: 2% decrease compared to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 61% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 44% African American: Tier 1 (on or above grade level): 26% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 41% 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): 33% Asian: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 30%	Tier 2 (one grade level below): 26%, a 1% decrease from baseline. Tier 3 (two of more grade levels below): 61%. This remains the same compared to baseline. English Learners: Tier 1 (on or above grade level): 10%, a 2% decrease from baseline. Tier 2 (one grade level below): 29%, a 2% increase from baseline. Tier 3 (two of more grade levels below): 62%, a 1% increase from baseline. 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 2 (one grade level below): 28% Tier 3 (two of more grade levels below): 63% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 46% African American: Tier 1 (on or above grade level): 29% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 39% American Indian: Tier 1 (on or above grade level): 29% Tier 2 (one grade level below): 48% Tier 3 (two of more grade levels below): 24% Asian: Tier 1 (on or above grade level): 19%	African American: Tier 1 (on or above grade level): 32% American Indian: Tier 1 (on or above grade level): 43% Asian: Tier 1 (on or above grade level): 30% White: Tier 1 (on or above grade level): 41% Hispanic: Tier 1 (on or above grade level): 33% Foster Youth: Tier 1 (on or above grade level): 44% Homeless: Tier 1 (on or above grade level): 22%	Tier 3: 1% increase compared to baseline English Learners: Tier 1: 1% decrease compared to baseline Tier 2: 1% decrease compared to baseline Tier 3: 2% increase compared to baseline Socioeconomically Disadvantaged: Tier 1: Maintained compared to baseline Tier 2: 1% decrease compared to baseline Tier 3: 2% increase compared to baseline African American: Tier 1: 3% increase compared to baseline Tier 2: 1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 45% 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% 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% 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% Homeless: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 32%	same compared to baseline. Tier 3 (two of more grade levels below): 45%, a 1% increase compared to baseline. 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. 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%	Tier 2 (one grade level below): 28% Tier 3 (two of more grade levels below): 53% 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% Hispanic: Tier 1 (on or above grade level): 28% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 41% Foster Youth: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 35% Tier 3 (two of more grade levels below): 48% Homeless: Tier 1 (on or above grade level): 19%		compared to baseline Tier 3: % decrease compared to baseline American Indian: Tier 1: 8% decrease compared to baseline Tier 2: 18% increase compared to baseline Tier 3: 9% decrease compared to baseline Asian: Tier 1: 5% decrease compared to baseline Tier 2: 2% decrease compared to baseline Tier 3: 8% increase compared to baseline White: Tier 1: Maintained compared to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 41%	increase from baseline. Asian: Tier 1 (on or above grade level): 19%, a 5% 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): 51%, a 6% increase from baseline. White: Tier 1 (on or above grade level): 34%, a 1% decrease from baseline. Tier 2 (one grade level below): 31%, a 1% increase from baseline. Tier 3 (two of more grade levels below): 35%. This remains the same compared to baseline. Hispanic:	Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 48%		Tier 2: Maintained compared to baseline Tier 3: Maintained compared to baseline Hispanic: Tier 1: 1% increase compared to baseline Tier 2: 2% decrease compared to baseline Tier 3: 1% increase compared to baseline Foster Youth: Tier 1: 9% decrease compared to baseline Tier 2: 5% increase compared to baseline Tier 3: 10% increase compared to baseline Homeless: Tier 1: 3% increase compared to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tier 1 (on or above grade level): 27% This remains the same compared to baseline. Tier 2 (one grade level below): 33% This remains the same compared to baseline. Tier 3 (two of more grade levels below): 40% This remains the same compared to baseline. Foster Youth: Tier 1 (on or above grade level): 33%, a 5% increase from baseline. Tier 2 (one grade level below): 28%. This remains the same compared to baseline. Tier 3 (two of more grade levels below): 39%, a 1% increase from baseline. Homeless: Tier 1 (on or above grade level): 30%,			Tier 2: 1% increase compared to baseline Tier 3: 7% decrease compared to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			a 16% increase from baseline. Tier 2 (one grade level below): 31%, a 1% decrease from baseline. Tier 3 (two of more grade levels below): 39%, a 3% decrease from baseline.			
3.8	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 60% of all students were "on track" to make "one year's growth." 56% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 61% of English learners are expected to reach "one year's growth" by diagnostic #3. 58% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 58% of African American students are	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. 57% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3, 1% increase from baseline. 61% of English learners are expected to reach "one year's growth" by diagnostic #3. The remains the same	As of Diagnostic 2 (January 2026), 58% of all students were "on track" to make "one year's growth. 54% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 58% of English learners are expected to reach "one year's growth" by diagnostic #3. 58% of Socioeconomically Disadvantaged students are expected to reach	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. 66% of all students will be "on track" to make "one year's growth. 62% of all students with disabilities will be "on track" to make "one year's growth. 67% of English learners will be on track to make "one year's growth" by diagnostic #3.	As of Diagnostic 2 (January 2026), All Students: This is a 2% decrease compared to baseline. Students with Disabilities: 2% decrease from baseline. English Learners: 3% decrease from baseline. Socioeconomically Disadvantaged: This maintains compared to baseline. African American: 2% decrease from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expected to reach "one year's growth" by diagnostic #3. 67% of American Indian students are expected to reach "one year's growth" by diagnostic #3. 68% of Asian students are expected to reach "one year's growth" by diagnostic #3. 60% of White students are expected to reach "one year's growth" by diagnostic #3. 58% of Hispanic students are expected to reach "one year's growth" by diagnostic #3. 69% of Foster students are expected to reach "one year's growth" by diagnostic #3. 55% of Homeless students are expected to reach "one year's growth" by diagnostic #3.	compared to baseline. 59% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3, a 1% increase from baseline. 60% of African American students are expected to reach "one year's growth" by diagnostic #3, a 2% increase from baseline. 58% of American Indian students are expected to reach "one year's growth" by diagnostic #3, a 9% decrease from baseline. 68% of Asian students are expected to reach "one year's	"one year's growth" by diagnostic #3. 57% of African American students are expected to reach "one year's growth" by diagnostic #3. 54% of American Indian students are expected to reach "one year's growth" by diagnostic #3. 61% of Asian students are expected to reach "one year's growth" by diagnostic #3. 59% of White students are expected to reach "one year's growth" by diagnostic #3. 57% of Hispanic students are expected to reach "one year's	64% of Socioeconomically Disadvantaged students will be on track to make "one year's growth" by diagnostic #3. 64% of African American students will be on track to make "one year's growth" by diagnostic #3. 73% of American Indian students will be on track to make "one year's growth" by diagnostic #3. 74% of Asian students will be on track to make "one year's growth" by diagnostic #3. 66% of White students will be on track to make "one year's growth" by diagnostic #3. 64% of Hispanic students will be on	American Indian: 13% decrease from baseline. Asian: 7% decrease from baseline. White: 1% decrease from baseline. Hispanic: 1% decrease from baseline. Foster: 19% decrease from baseline. Homeless: 14% decrease from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			growth" by diagnostic #3. This remains the same compared to baseline. 60% of White students are expected to reach "one year's growth" by diagnostic #3. This remains the same compared to baseline. 57% of Hispanic students are expected to reach "one year's growth" by diagnostic #3, a 1% decrease from baseline. 37% of Foster students are expected to reach "one year's growth" by diagnostic #3, a 32% decrease from baseline. 32% of Homeless students are expected to reach	growth" by diagnostic #3. 40% of Foster students are expected to reach "one year's growth" by diagnostic #3. 41% of Homeless students are expected to reach "one year's growth" by diagnostic #3.	track to make "one year's growth" by diagnostic #3. 75% of Foster students will be on track to make "one year's growth" by diagnostic #3. 61% of Homeless students will be on track to make "one year's growth" by diagnostic #3.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			"one year's growth" by diagnostic #3, a 23% decrease from baseline.			
3.9	California Accountability Dashboard: CAASPP Assessments (Math)	Based on the 2023 Dashboard: All Students (Orange) 74.5 points below standard Maintained -1.7 points Red: African American: 105 points below standard Maintained 2.7 points English Learners: 110 points below standard Declined 8 points Homeless: 144.2 points below standard Declined 23.9 points Foster Youth: 127.9 points below standard Declined 37 points Orange: Asian:	Based on the 2024 Dashboard: All Students (Orange) 81.1 points below standard Decline 6.6 points from baseline Red: African American: 110 points below standard Maintained 5.0 points from baseline English Learners: 120.5 points below standard Declined 10.5 points from baseline Long Term English Learners: 164.4 points below standard Declined 3.2 points from baseline	Based on the 2025 Dashboard: All Students (Orange) 82.4 points below standard Maintain 2.4 points from previous year Decline 7.9 points from baseline Red: Asian 68.8 points below standard Declined 18.9 points from previous year Remained the same from baseline English Learner 122.4 points below standard Maintain -1.9 points from previous year Decline 12.4 points from baseline	Based on the 2026 Dashboard: Increase performance by 9 points from 2023 baseline. All Students (Yellow) 65.5 points below standard African American: 96 points below standard English Learners: 101 points below standard Homeless: 135.2 points below standard Foster Youth: 118.9 points below standard Asian: 59.8 points below standard	Change from baseline: All Students: 7.9 point decline from baseline African American: 2.4 point increase from baseline English Learner: 12.4 point decline from baseline Homeless: 8.2 point increase from baseline Foster Youth: 2.4 point decline from baseline Asian: Remains the same from baseline Socioeconomic Disadvantaged: 2.0 decline from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		68.8 points below standard Declined 20 points Socioeconomically Disadvantaged: 90 points below standard Declined .3 point Students with Disabilities: 138.8 points below standard Increased 7 points White: 60.3 points below standard Declined 5.8 points Yellow: Hispanic: 91.9 points below standard Increased 3.1 points Two or More Races: 56.5 points below standard Increased 19.5 points Pacific Islander: 67 points below standard Increased 8.5 points	Students with Disabilities: 138.7 points below standard Maintained 0.1 points from baseline Socioeconomically Disadvantaged: 67.5 points below standard Declined 3.4 points from baseline Orange: Foster Youth: 110.9 points below standard Increased 17.1 points from baseline Homeless: 134.7 points below standard Increased 9.5 points from baseline Asian: 90.7 points below standard Declined 21.8 points from baseline	Long Term English Learner 165.8 points below standard Maintained -1.4 points from previous year Declined 4.6 points from baseline Foster Youth 130.3 points below standard Declined 19.5 points from previous year Declined 2.4 points from baseline Homeless: 136.0 points below standard Maintained -1.4 points from previous year Increased 8.2 points from baseline Orange African American 102.4 points below standard Increased 7.6 points from previous year	Socioeconomically Disadvantaged: 81 points below standard Students with Disabilities: 129.8 points below standard White: 51.3 points below standard Hispanic: 82.9 points below standard Two or More Races: 47.5 points below standard Pacific Islander: 58 points below standard Filipino: 11.8 points below standard American Indian 39.7 points below standard	Students with Disabilities: 4.4 point increase from baseline White: 8.9 point decline from baseline Hispanic: Remains the same from baseline Two or More Races: 3.5 point decline from baseline Pacific Islander: 14.6 point decline from baseline Filipino: 13.1 point decline from baseline American Indian: 4.3 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Blue: Filipino: 20.8 points below standard Increased 15.9 points No Color: American Indian 30.7 points below standard Decline 7.8 points	White: 68.7 points below standard Declined 8.4 points from baseline Hispanic: 94.8 points below standard Maintained -2.8 points from baseline Two or More Races: 59.0 points below standard Maintain -2.5 points from baseline Pacific Islander: 81.5 points below standard Decline 14.5 points from baseline Yellow: Pacific Islander: 67 points below standard Increased 8.5 points from baseline No Color: American Indian:	Increase 2.4 points from baseline American Indian 71.1 points below standard Maintained -0.7 points from previous year Increase 4.3 points from baseline Hispanic 91.9 points below standard Maintained 2.9 points from previous year This remains the same as baseline Two or More Races: 60 points below standard Maintained -1.0 points from previous year Declined 3.5 points from baseline Pacific Islander 81.6 points below standard Maintained -0.1 points from previous year		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			70.5 points below standard Increased 5.0 points from baseline Filipino: 12.4 points above standard Increased 33.2 points from baseline	Declined 14.6 points from baseline Socioeconomically Disadvantaged 94.0 points below standard Maintained 1.4 points from previous year Declined 2.0 points from baseline Students with Disabilities 134.4 points below standard Increased 4.3 points from previous year Increased 4.4 points from baseline White 69.2 points below standard Maintained -0.5 points from previous year Decline 8.9 points from baseline No color Filipino		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				7.7 points above standard Declined 4.8 points Increased 13.1 points from baseline		
3.10	CAASPP Performance Levels (Math)	22-23 CAASPP Math Achievement Levels: 24.05% of all students met or exceeded standard. 7.74% of all Students with Disabilities met or exceeded standard 5.90% of all English Language Learners met or exceeded standard 17.77% of all students who are Socio Economically Disadvantaged met or exceeded standard 9.60% of all students who are Homeless met or exceeded standard 17.41% of Foster Youth met or exceeded standard 20.83% of all students who are American	23/24 CAASPP Math Achievement Levels: 22.56% of all students met or exceeded standard, a 1.49% decrease from baseline. 8.41% of all Students with Disabilities met or exceeded standard, a 0.67% increase from baseline. 4.56% of all English Language Learners met or exceeded standard, a 1.34% decrease from baseline. 18.55% of all students who are Socio Economically	24/25 CAASPP Math Achievement Levels: 27.48% of all students met or exceeded standard, a 4.92% increase from previous year and 3.34% increase from baseline. 8.61% of all Students with Disabilities met or exceeded standard, a 0.2% increase from previous year and 0.87% increase from baseline. 3.91% of all English Learners met or exceeded standard, a 0.65% decrease from previous year and 1.99% decrease from baseline.	25-26 CAASPP Math Achievement Levels will increase 6% for all students: 30.05% of all students met or exceeded standard. 18.26% of all Students with Disabilities met or exceeded standard 15.93% of all English Language Learners met or exceeded standard 28.91% of all students who are Socio Economically Disadvantaged met or exceeded standard 22.15% of all students who are	Change from baseline: All Students: 3.34% increase from baseline Students with Disabilities: 0.87% increase from baseline English Learners: 1.99% decline from baseline Socioeconomically Disadvantaged: 1.27% increase from baseline Homeless: 2.31% increase from baseline Foster Youth: 1.16% decrease from baseline American Indian: 2.70% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indian met or exceeded standard 23.27% of all students who are Asian met or exceeded standard 11.43% of all students who are African American met or exceeded standard 44.83% of all students who are Filipino met or exceeded standard 17.97% of all students who are Hispanic met or exceeded standard 24.40% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard 26.86% of all students who are Two or More Races met or exceeded standard 29.51% of all students who are White met or exceeded standard	Disadvantaged met or exceeded standard, a 0.78% increase from baseline. 9.62% of all students who are Homeless met or exceeded standard, a 0.02% increase from baseline. 0.0% of Foster Youth met or exceeded standard, a 17.41% decrease from baseline. 20.58% of all students who are American Indian met or exceeded standard, a 0.25% decrease from baseline. 18.68% of all students who are Asian met or exceeded standard, a 4.59% decrease 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. 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. 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. 23.53% of all students who are American Indian met or exceeded standard, a 2.95%	Homeless met or exceeded standard 16.47% of Foster Youth met or exceeded standard 27.95% of all students who are American Indian met or exceeded standard 75.93% of all students who are Asian met or exceeded standard 22.89% of all students who are African American met or exceeded standard 62.08% of all students who are Filipino met or exceeded standard 28.69% of all students who are Hispanic met or exceeded standard 31.54% of all students who are Native Hawaiian or	Asian: 9.91% decrease from baseline African American: 3.21% increase from baseline Filipino: 7.34% increase from baseline Hispanic: 1.72% increase from baseline Pacific Islander: 1.72% decrease from baseline Two or More Races: 0.25% increase from baseline White: 2.03% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			13.17% of all students who are African American met or exceeded standard, a 1.74% increase from baseline. 63.34% of all students who are Filipino met or exceeded standard, a 18.51% increase from baseline. 17.28% of all students who are Hispanic met or exceeded standard, 0.69% decrease from baseline. 25.98% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard, 1.58% increase from baseline. 26.06% of all students who are Two or More Races met or	increase from previous year and 2.70% increase from baseline. 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. 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. 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.	Pacific Islander met or exceeded standard 55.54% of all students who are Two or More Races met or exceeded standard 55.02% of all students who are White met or exceeded standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceeded standard, 0.80% decrease from baseline. 27.36% of all students who are White met or exceeded standard, a 2.15% decrease from baseline.	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. 22.68% of all students who are Native Hawaiian or Pacific Islander met or exceeded standard, a 3.3% decrease from previous year and 1.72% decrease from baseline. 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. 27.48% of all students who are White met or exceeded standard, a 0.12%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				increase from previous year and a 2.03% decrease from baseline.		
3.11	iReady Diagnostic Results (Math)	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. 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% Students with Disabilities: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 53% English Learners: Tier 1 (on or above grade level): 6% Tier 2 (one grade level below): 38%	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. 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. Students with Disabilities: Tier 1 (on or above grade level): 9%, a 1% increase from baseline.	Based on Diagnostic #2 Data given in January 2026, 26% of students are projected to be on or above grade level by the end of the year. All Students: K-8 Tier 1 (on or above grade level): 21% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 36% Students with Disabilities: Tier 1 (on or above grade level): 9% Tier 2 (one grade level below): 31% Tier 3 (two of more grade levels below): 60% English Learners: Tier 1 (on or above grade level): 6%	Increase Tier 1 by 6% across all student groups. 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. All Students: K-8 Tier 1 (on or above grade level): 28% Students with Disabilities: Tier 1 (on or above grade level): 14% English Learners: Tier 1 (on or above grade level): 12% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 21% African American:	Based on Diagnostic #2 Data given in January 2026, the percent of students projected to be at or above grade level by the end of they year maintains compared to baseline. All Students: K-8 Tier 1 (on or above grade level): 1% decrease compared to baseline. Tier 2 (one grade level below): Remains the same compared to baseline. Tier 3 (two of more grade levels below): Remains the same compared to baseline. Students with Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 57% 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% 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% 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% Asian: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 42%	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. 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. 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 2 (one grade level below): 38% Tier 3 (two of more grade levels below): 56% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 43% Tier 3 (two of more grade levels below): 42% African American: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 45% Tier 3 (two of more grade levels below): 40% American Indian: Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 49% Tier 3 (two of more grade levels below): 28% Asian: Tier 1 (on or above grade level): 14%	Tier 1 (on or above grade level): 20% American Indian: Tier 1 (on or above grade level): 30% Asian: Tier 1 (on or above grade level): 22% White: Tier 1 (on or above grade level): 32% Hispanic: Tier 1 (on or above grade level): 23% Foster Youth: Tier 1 (on or above grade level): 23% Homeless: Tier 1 (on or above grade level): 16%	Tier 1 (on or above grade level): 1% increase from baseline. Tier 2 (one grade level below): 2% decrease from baseline. Tier 3 (two of more grade levels below): 7% increase from baseline. English Learners: Tier 1 (on or above grade level): This remains the same compared to baseline. Tier 2 (one grade level below): This remains the same compared to baseline. Tier 3 (two of more grade levels below): 1% increase from baseline. Socioeconomically Disadvantaged: Tier 1 (on or above grade level): This remains the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 42% 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% 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% 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% Homeless: Tier 1 (on or above grade level): 10% Tier 2 (one grade level below): 39%	same compared to baseline Tier 3 (two of more grade levels below): 43% This remains the same compared to baseline African American: Tier 1 (on or above grade level): 15%, a 1% increase from baseline Tier 2 (one grade level below): 44%, a 2% increase from baseline Tier 3 (two of more grade levels below): 41%, a 2% decrease from baseline. 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%	Tier 2 (one grade level below): 39% Tier 3 (two of more grade levels below): 47% White: Tier 1 (on or above grade level): 26% Tier 2 (one grade level below): 43% Tier 3 (two of more grade levels below): 31% Hispanic: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 45% Tier 3 (two of more grade levels below): 38% Foster Youth: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 47% Tier 3 (two of more grade levels below): 45% Homeless: Tier 1 (on or above grade level): 11%		compared to baseline Tier 2 (one grade level below): 1% increase compared to baseline. Tier 3 (two of more grade levels below): 1% decrease compared to baseline. African American: Tier 1 (on or above grade level): 2% increase from baseline Tier 2 (one grade level below): 3% increase from baseline Tier 3 (two of more grade levels below): 1% decrease from baseline. American Indian: Tier 1 (on or above grade level): 2% decrease from baseline Tier 2 (one grade level below): 4% increase compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 48%	increase from baseline 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 White: Tier 1 (on or above grade level): 25%, a 1% decrease from baseline Tier 2 (one grade level below): 42%, This remains the same compared to baseline Tier 3 (two of more grade levels below): 33%, a 1% increase from baseline Hispanic: Tier 1 (on or above grade level): 16%,	Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 48%		Tier 3 (two of more grade levels below): 3% increase from baseline Asian: Tier 1 (on or above grade level): 2% decrease from baseline Tier 2 (one grade level below): 3% decrease from baseline Tier 3 (two of more grade levels below): 5% increase from baseline White: Tier 1 (on or above grade level): This remains the same compared to baseline. Tier 2 (one grade level below): 1% increase compared to baseline. Tier 3 (two of more grade levels below): 1% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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 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			Hispanic: Tier 1 (on or above grade level): This remains the same compared to baseline. Tier 2 (one grade level below): 2% increase from baseline Tier 3 (two of more grade levels below): 2% decrease from baseline Foster Youth: Tier 1 (on or above grade level): 9% decrease from baseline Tier 2 (one grade level below): 4% increase from baseline Tier 3 (two of more grade levels below): 5% increase from baseline Homeless: Tier 1 (on or above grade level): 1% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tier 3 (two of more grade levels below): 54%, a 6% increase from baseline			Tier 2 (one grade level below): a 3% increase from baseline Tier 3 (two of more grade levels below): Remains the same compared to baseline.
3.12	iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 58% of all students were "on track" to make "one year's growth." 55% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 58% of English learners are expected to reach "one year's growth" by diagnostic #3. 57% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 54% of African American students are	As of Diagnostic 2 (Feb 2025), 55% of all students were "on track" to make "one year's growth." 53% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 60% of English learners are expected to reach "one year's growth" by diagnostic #3. 55% of Socioeconomically Disadvantaged students are expected to reach	As of Diagnostic 2 (January 2026), 57% of all students were "on track" to make "one year's growth." 54% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 58% of English learners are expected to reach "one year's growth" by diagnostic #3. 57% of Socioeconomically Disadvantaged students are expected to reach	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 64% of all students will be "on track" to make "one year's growth." 61% of all students with disabilities will be "on track" to make "one year's growth." 65% of English learners will be on track to make "one year's growth" by diagnostic #3. 63% of Socioeconomically	As of Diagnostic 2 (Feb 2025), All students: 1% decrease from baseline Students with Disabilities: 1% decrease from baseline English Learners: Remains the same compared to baseline. Socioeconomically Disadvantaged: Remains the same compared to baseline African American: 2% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expected to reach "one year's growth" by diagnostic #3. 62% of American Indian students are expected to reach "one year's growth" by diagnostic #3. 62% of Asian students are expected to reach "one year's growth" by diagnostic #3. 59% of White students are expected to reach "one year's growth" by diagnostic #3. 55% of Hispanic students are expected to reach "one year's growth" by diagnostic #3. 70% of Foster students are expected to reach "one year's growth" by diagnostic #3. 59% of Homeless students are expected to reach "one year's growth" by diagnostic #3.	"one year's growth" by diagnostic #3. 53% of African American students are expected to reach "one year's growth" by diagnostic #3. 53% of American Indian students are expected to reach "one year's growth" by diagnostic #3. 61% of Asian students are expected to reach "one year's growth" by diagnostic #3. 56% of White students are expected to reach "one year's growth" by diagnostic #3. 55% of Hispanic students are expected to reach "one year's	"one year's growth" by diagnostic #3. 56% of African American students are expected to reach "one year's growth" by diagnostic #3. 53% of American Indian students are expected to reach "one year's growth" by diagnostic #3. 61% of Asian students are expected to reach "one year's growth" by diagnostic #3. 57% of White students are expected to reach "one year's growth" by diagnostic #3. 55% of Hispanic students are expected to reach "one year's	Disadvantaged students will be on track to make "one year's growth" by diagnostic #3. 60% of African American students will be on track to make "one year's growth" by diagnostic #3. 68% of American Indian students will be on track to make "one year's growth" by diagnostic #3. 68% of Asian students will be on track to make "one year's growth" by diagnostic #3. 65% of White students will be on track to make "one year's growth" by diagnostic #3. 61% of Hispanic students will be on track to make "one	American Indian: 9% decrease from baseline Asian: 1% decrease from baseline White: 2% decrease from baseline Hispanic: The remains the same compared to baseline Foster: 27% decrease from baseline Homeless: 20% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			growth" by diagnostic #3. 38% of Foster students are expected to reach "one year's growth" by diagnostic #3. 36% of Homeless students are expected to reach "one year's growth" by diagnostic #3.	growth" by diagnostic #3. 43% of Foster students are expected to reach "one year's growth" by diagnostic #3. 39% of Homeless students are expected to reach "one year's growth" by diagnostic #3.	year's growth" by diagnostic #3. 76% of Foster students will be on track to make "one year's growth" by diagnostic #3. 65% of Homeless students will be on track to make "one year's growth" by diagnostic #3.	
3.13	California Accountability Dashboard: English Learner Progress Indicator	Based on the 2023 California Dashboard, 48.8% of English Learners progressed as least one ELPI Level. It declined 4.3% from the previous year. 1.6% of English Learners maintained an ELPI level of 4 and 47.5% of students increased in performance.	Based on the 2024 California Dashboard, 42.5% of English Learners progressed as least one ELPI Level. It declined 3.6% from the previous year (baseline). 1.1% (0.5% increase from baseline) of English Learners maintained an ELPI level of 4 and 44.1% (a 3.4% decrease from baseline) of students increased in performance.	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 from baseline) of	Based on the 2026 California Dashboard, 54.8% of English Learners progressed as least one ELPI Level. 53.5% of students increased in performance.	Change from baseline: Increase in ELPI Level: 1.7% decline from baseline Maintaining Level 4: 0.8% decline from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				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).	Change from baseline: Total EL Population: 0.02% increase from baseline LTEL population: 0.7% decrease from baseline RFEP population: 0.7% decrease from baseline
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% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are	100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are	Maintain Baseline: 100% of EL students receive ELD instruction 100% students are enrolled in core classes.	This remains the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.	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 will be enrolled in a broad course of study.	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 will be enrolled in a broad course of study.	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 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.	This remains the same compared to baseline.

Goal Analysis [2025-26]

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

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

Implementation of Goal 3 focused on strengthening academic achievement in English Language Arts and mathematics through evidence based instructional practices, literacy intervention systems, instructional coaching, professional learning, collaborative planning structures, and mathematics instructional improvement efforts. Districtwide implementation emphasized instructional coherence, equitable access to

grade level learning, responsive educational practices, and alignment between instructional supports and student learning needs (Goal 3, aligned instructional and intervention actions).

Literacy initiatives, including LETRS implementation, structured literacy practices, literacy coaching, and Tier II intervention supports, continued districtwide during the 2025-26 school year. Specialized instructional cohorts such as LETRS, CGI, GLAD, and literacy focused planning systems strengthened teacher capacity related to foundational literacy instruction, mathematics discourse, language development, and evidence based instructional practices. Site leaders additionally participated in the Thrive Principal Cohort to strengthen instructional leadership capacity, literacy planning, and alignment between site improvement efforts and district priorities.

Professional learning systems supported implementation of district instructional priorities through districtwide MPDs, Summer and Winter Academies, Monday collaboration structures, instructional coaching cycles, and collaborative planning opportunities. Schools increasingly utilized data analysis, collaborative planning, and intervention discussions to strengthen alignment between instruction, student learning data, and targeted supports. Reflection on implementation, however, demonstrated continued variability in the effectiveness of Monday collaboration structures due to operational demands and administrative tasks that reduced opportunities for teacher inquiry and collaborative instructional planning.

The district also expanded mathematics instructional support during the 2025-26 school year through the addition of a Middle School Math Coach, expanded mathematics leadership structures, and continued implementation of Cognitively Guided Instruction cohorts. Educational partner feedback and implementation evidence consistently identified concerns regarding alignment between current instructional materials and the California Mathematics Framework. In response, the district initiated a comprehensive mathematics needs assessment process involving students, families, teachers, administrators, and community members. Surveys, focus groups, classroom observations, and collaborative discussions informed development of a districtwide mathematics vision focused on creating confident, engaged mathematical thinkers grounded in collaboration, conceptual understanding, and real world problem solving.

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

Material differences under Goal 3 were primarily related to expanded literacy investments, staffing calculations, and site-level carryover utilization. For Action 3.2 (Literacy Program), expenditures exceeded planned amounts due to a one-time purchase of an additional phonics program to strengthen foundational literacy instruction. For Action 3.5 (Classroom Instructional Supplies for Certificated Teachers, School Counselors, and SLPs), expenditures were higher than budgeted because the district increased the per-teacher allocation from \$300 to \$375. For Action 3.7 (Site One Time Literacy Funds), expenditures were slightly higher than anticipated due to site-level utilization of literacy support funds. For Action 3.8 (Site Supplemental Concentration Funding), expenditures exceeded planned amounts because school sites utilized carryover funds to support supplemental instructional and intervention needs. For Action 3.9 (Class Size Reduction), expenditures were higher than originally projected due to updated staffing calculations that more accurately reflected the levels necessary to maintain target class size ratios across the district. For Action 3.1 (Supplemental Curriculum), the \$3M budget increase aligns directly with the district's new curriculum adoption cycle, including a math curriculum being piloted in 2026–27; the budget is being restructured to \$1M per year over three years — bringing the total from \$1M to \$4M — to support additional curriculum components and the professional learning needed for successful implementation, reflecting the sustained support new adoptions require as teachers build fidelity over time.

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

Actions under Goal 3 demonstrated positive, and in several areas strong, effectiveness in strengthening foundational literacy, instructional capacity, and academic support systems districtwide. Literacy Program implementation through LETRS training and staffing (Goal 3, Action 3.2) demonstrated high effectiveness in driving foundational literacy growth. Current data shows that 63% of students are at or above grade level in iReady Phonics, representing a 2% increase from the previous diagnostic (Metric 3.7). Foundational gains were most pronounced in the earliest grades. Kindergarten students demonstrated a 45% increase in benchmark performance for consonant sounds and a 28% increase for vowel sounds between February 2025 and February 2026. At the beginning of first grade, the percentage of students accurately reading CVC words increased from 34% to 49%, while second grade students improved accurate reading of multisyllabic words by 15%. Bringing LETRS curriculum training in-house expanded districtwide instructional capacity and, together with the integration of GLAD instructional practices across middle school content areas, strengthened consistent literacy instruction beyond the primary grades. Common assessment implementation through ESGI (Goal 3, Action 3.4) also demonstrated effectiveness by providing timely baseline and progress-monitoring data that informed instructional decisions. First grade students improved reading blends from 30% to 37% and r-controlled vowel accuracy from 26% to 34%, reflecting stronger phonics and decoding skills resulting from systematic literacy instruction and data-informed teaching practices (Metric 3.7). Supplemental Curriculum through iReady (Goal 3, Action 3.1) demonstrated positive effectiveness by maintaining an average Mathematics lesson pass rate of 91%, while the Reading lesson pass rate of 78% identified continued instructional needs, particularly at the middle school level, and informed future instructional planning. Supplemental Literacy Funds (Goal 3, Action 3.7) strengthened these efforts by allowing schools to purchase systematic and explicit phonics materials aligned to local instructional needs. Class size reduction efforts (Goal 3, Action 3.9) demonstrated effectiveness by maintaining TK-3 class sizes below state guidelines and increasing teacher and paraeducator staffing in intensive instructional settings, allowing for more targeted small-group instruction and differentiated support. These investments occurred alongside measurable improvements in districtwide academic outcomes, including a 2% increase in students performing at or above grade level in iReady Reading, a 1% increase in students performing at or above grade level in iReady Mathematics, continued growth in foundational literacy skills (Metric 3.9), and ongoing monitoring of CAASPP English Language Arts performance (Metrics 3.5 and 3.11). While multiple Goal 3 actions contributed to these outcomes, the district believes that smaller class sizes and increased instructional staffing strengthened teachers' ability to deliver timely intervention and accelerate student learning.

Direct site funding through LCAP and Title I allocations (Goal 3, Action 3.8) demonstrated strong effectiveness by enabling schools to respond quickly to unique academic and behavioral priorities identified through local data. This flexibility resulted in 91% of sites meeting the majority of Priority 6 indicators related to school climate and engagement (Metric 2.4), 59% of sites meeting the majority of academic indicators including iReady Tier 1 growth in English Language Arts and Mathematics and CORE literacy benchmarks (Metric 3.7), and 45% of sites meeting indicators focused on reducing chronic absenteeism and suspension rates (Metrics 2.1 and 2.3). Student data and growth systems (Goal 3, Action 3.14) also demonstrated effectiveness in strengthening consistent use of instructional and student belonging data across the district. During the 2025-26 school year, 100% of sites implemented the District Data Analysis Protocol, establishing common expectations for data analysis and instructional planning. Weekly professional learning community collaboration supported consistent implementation across schools and contributed to a 2% increase in students performing at or above grade level in iReady Reading, reaching 42% districtwide, and a 1% increase in Mathematics, reaching 34% of students at or above grade level (Metrics 3.7 and 3.9). Classroom instructional supplies (Goal 3, Action 3.5) and one-to-one technology investments (Goal 3, Actions 3.12 and 3.13) further supported these outcomes by ensuring educators had timely access to instructional materials and technology needed to provide differentiated instruction, monitor student progress, and make data-informed instructional decisions.

English Learner supports (Goal 3, Action 3.11) demonstrated positive effectiveness in improving language acquisition and student progress. Forty-eight percent of Reclassified Fluent English Proficient students met or exceeded CAASPP standards. Additionally, 9.74% of English Learners achieved Level 4 on the ELPAC, while ELPI data showed that 47.1% of English Learners progressed at least one proficiency level. The percentage of Long-Term English Learners declined from 8.5% to 7.8%, demonstrating measurable progress toward English language proficiency (Metric 3.5). Expanded Learning Opportunities programming complemented classroom instruction, with 48% of participating students on track for typical reading growth and 49% on track for typical mathematics growth. The Attendance Recovery pilot implemented at 13 sites demonstrated sufficient success to support expansion to all Expanded Learning Opportunity sites during the 2026-27 school year. Learning Management Systems through eKadence and Seesaw (Goal 3, Action 3.6) strengthened instructional planning and collaboration, while library software and SDCOE librarian support (Goal 3, Action 3.3) increased instructional resource capacity through seven professional learning sessions for Library Media Technicians.

District Psychologists, including bilingual psychologists (Goal 3, Action 3.10), demonstrated effectiveness in strengthening individualized assessment, intervention planning, and student support systems for unduplicated students. Timely evaluations and consultation supported instructional teams in developing targeted academic and behavioral interventions, particularly for English Learners and students requiring intensive support. Although psychologist services are not measured through a standalone metric, they strengthened the district's Multi-Tiered System of Supports and supported instructional planning reflected in districtwide improvements in iReady Reading, iReady Mathematics, English Learner progress, and CAASPP performance measures (Metrics 3.5, 3.7, 3.9, and 3.11). The district will continue monitoring these metrics to evaluate the effectiveness of individualized intervention planning on student outcomes.

Although Goal 3 actions demonstrated measurable effectiveness in strengthening foundational literacy, instructional capacity, English Learner progress, and site-based responsiveness, districtwide academic proficiency remains an area requiring continued improvement. Metric 3.5 (CAASPP ELA Dashboard) declined 4.7 points for all students and 9.2 points for English Learners, indicating that current actions have not yet produced sufficient movement in overall grade-level proficiency for all student groups. Metric 3.6 (CAASPP ELA Met/Exceeded) declined 1.75 percentage points overall and 1.07 percentage points for English Learners. Additionally, only 10% of English Learners are currently performing at grade level in iReady Reading (Metric 3.7), demonstrating the need for more intensive and integrated literacy supports. Reading lesson completion rates at the middle school level, vocabulary development for English Learners, expansion of LETRS implementation beyond the elementary grades, and continued development of multiple data sources beyond iReady remain priorities for improvement. Mathematics curriculum alignment also remains an area of focus, as reflected by only 13.5% of staff expressing satisfaction with Go Math instructional materials and Metric 3.3 declining 0.37 points from baseline. Overall, the evidence demonstrates that Goal 3 actions produced meaningful improvements in foundational literacy, instructional consistency, and data-informed decision-making while clearly identifying the next steps necessary to accelerate districtwide academic achievement and improve outcomes for English Learners and other unduplicated student groups.

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

Based on implementation evidence, educational partner feedback, and reflection on prior practice, the district will implement several refinements during the 2026–27 school year to strengthen instructional coherence, academic achievement, equitable access, and responsive educational practices. Following a review of prior practice and student outcome data, the LEA has made targeted adjustments to strengthen

the impact of its learning recovery efforts, including the continuation and expansion of Literacy Tier II Intervention and Small Group Training in Orton-Gillingham into 2026–27 and 2027–28. This reflects the ongoing need for structured literacy intervention identified in the needs assessment and the effectiveness of building staff capacity in evidence-based, small group delivery, consistent with the district's broader commitment to strengthening literacy implementation through ongoing LETRS support, Tier II intervention refinement, literacy coaching, and increased alignment between intervention systems and classroom instruction (Goal 3, Actions 3.2, 3.7). These adjustments reflect the LEA's commitment to using LREBG funds intentionally and responsively, ensuring that actions are grounded in student need, supported by evidence, and designed to produce measurable gains in literacy achievement in the coming years.

The district will continue implementation of a comprehensive mathematics curriculum adoption process aligned to the California Mathematics Framework (Goal 3, aligned curriculum actions). Educational partner feedback gathered through surveys, classroom observations, Curriculum Advisory Committee discussions, and stakeholder engagement opportunities consistently demonstrated the need for updated instructional materials supporting conceptual understanding, collaborative learning, visual problem solving, and authentic real-world application. Students emphasized that they learn best through collaborative problem solving and visual learning experiences, while families requested stronger connections between mathematics instruction and real-world application. In response, the district will continue piloting instructional materials, conducting classroom observations, gathering stakeholder feedback, and utilizing collaboratively developed evaluation rubrics to identify curriculum resources aligned to district goals and student needs.

The \$3 million increase in Action 3.1 directly supports this transition from supplemental mathematics resources to a comprehensive core curriculum adoption. At \$1 million, Action 3.1 funded diagnostic tools, supplemental ELA and mathematics resources, and literacy coordination. The expanded \$4 million investment reflects the full cost of adopting new California Mathematics Framework-aligned instructional materials and the professional learning infrastructure needed to implement them effectively and consistently across all school sites. Professional learning is a critical component of this investment, as adopting new materials without aligned, sustained professional learning has historically resulted in inconsistent implementation and limited impact on student outcomes. The expanded funding supports structured professional learning for teachers and site leaders connected directly to the new curriculum, including initial training, ongoing coaching, collaborative planning structures, and embedded support for English Learners and unduplicated students. The combined investment in core curriculum and aligned professional learning is expected to strengthen instructional coherence, reduce classroom variability, and improve mathematics growth outcomes across all student groups (Goal 3, Action 3.1; Metrics 3.9, 3.10, 3.11, 3.12).

Professional learning systems will continue shifting toward more responsive and site-based instructional support during the 2026–27 school year (Goal 3, aligned professional learning actions). Educational partner feedback consistently identified the need for increased autonomy, differentiated support, and protected collaboration time. Monday collaboration structures will increasingly prioritize teacher-led inquiry cycles, collaborative planning, intervention discussions, and analysis of student learning data aligned to site-specific needs. The district will additionally expand access to embedded coaching systems, on-demand professional learning resources, and differentiated instructional support pathways.

Additional refinements will also focus on strengthening equitable access to grade-level instruction and responsive educational practices for historically underserved student groups, including English Learners, students with disabilities, Foster Youth students, and students experiencing homelessness (Goal 3, Actions 3.9, 3.11; Goal 4, Actions 4.3, 4.4). Mid-year diagnostic data and educational partner feedback reinforced the importance of continuing targeted supports, differentiated instructional strategies, and collaborative planning systems that respond directly to identified achievement trends and subgroup needs.

Action 3.2 is supported by Learning Recovery Emergency Block Grant (LREBG) funds, with \$123,000 planned annually for 2026–27 and 2027–28, for a total two-year investment of \$246,000. The investment will support Literacy Tier II intervention and small-group training in Orton-Gillingham methodology. This action was selected based on district needs-assessment data and stakeholder feedback identifying continued unfinished learning in foundational literacy, including phonological awareness, phonics, decoding, fluency, vocabulary, and grade-level reading achievement. The action aligns with allowable LREBG uses by providing targeted, evidence-based small-group intervention designed to accelerate learning recovery for students requiring additional literacy support. The investment is grounded in structured literacy research emphasizing explicit, systematic, diagnostic, sequential, and cumulative instruction in foundational reading skills. The District will monitor the impact of this investment through the applicable Goal 3 literacy metrics, including Metrics 3.5, 3.6, 3.7, and 3.8, using iReady Reading and Phonics, local foundational literacy assessments, CAASPP English Language Arts performance, and intervention progress-monitoring data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Curriculum	We are identifying personalized student resources to supplement the core curriculum, including diagnostics in English Language Arts (ELA) and mathematics. Additional learning resources, along with district-wide literacy coordination and coaching, to bridge achievement gaps for English Learners (EL), including Long Term English Learners, low-income students, foster youth, and students experiencing homelessness. These resources are primarily focused on boosting academic access for unduplicated count students. Additionally, we will incorporate handwriting supplemental programs for transitional kindergarten through kindergarten, and provide cursive writing support for upper grade levels. 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. Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For	\$4,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.		
3.2	Literacy Program, LREBG Action	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. (LREBG, \$123,000)	\$3,507,666.00	Yes
3.3	Library software & SDCOE Librarian oversight	Library Media Technicians will utilize online software to manage the checkout and tracking of reading and other instructional materials for student use. These services are specifically designed to support students within our unduplicated population. Based on our dashboard needs, this action will support increasing English language arts performance district-wide, particularly at our sites with red indicators. For additional information on low performance at the student group and school levels for English language arts, please see addendum A at the end of this document. While this software is accessible to all students, it is primarily directed towards students represented in our unduplicated count.	\$36,324.00	Yes
3.4	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	\$84,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	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. 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. 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.	\$404,925.00	Yes
3.6	Provide Learning Management System to support development eKadence and Seesaw	Diagnostic data has revealed that our duplicated students are advancing less effectively towards proficiency in standards compared to their peers. This data enables us to pinpoint individual student needs, facilitating the creation of personalized learning pathways. Utilizing a learning management system enhances our ability to tailor instruction to each student's current skills, while also capturing their strengths, interests, and progress in skills prioritized by the community. Certificated staff will develop individual learning plans using a technology platform that allows for the customization and clear communication of objectives, timelines, progress tracking, and digital tools to foster academic growth, primarily for students included in the unduplicated count. To meet diverse age and developmental needs, we will implement two distinct platforms, one for	\$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students in transitional kindergarten through third grade, and another for grades four through eight.		
3.7	Site One Time Literacy Funds	Each school site received an allocation of \$53.00 per student to improve student literacy through detailed, data-informed planning. Working alongside their Literacy Leadership teams, each site developed literacy plans that concentrate on leveraging current strengths and addressing areas of improvement as identified by data. These plans are centered on a unique site "literacy change idea", which includes strategies for evaluation and continuous monitoring to confirm their impact. These plans provide the foundation for growing literacy capacity at each site over the upcoming years, promoting a long-term and sustainable approach to improving literacy. Due to the detail and length of planning times, any unused funds from the 2023-2024 fiscal year may be used by the respective site for the following year, to ensure all funds are fully utilized to meet site literacy goals. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.	\$0.00	Yes
3.8	Site Supplemental Concentration Funding	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. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red	\$3,722,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
3.9	Class Size Reduction	Our diagnostic data for ELA and Math indicates that the gap to achieving proficiency grows as students progress through grade levels. This gap is especially large among our unduplicated students. To address this, we will increase middle school certificated staffing to reduce class sizes, allowing for more personalized attention and teacher interaction to help close the achievement gap for English Learners and low-income students. Smaller class sizes allow teachers to use a variety of instructional strategies and develop stronger relationships with students in both content areas and advisory classes, as fewer students in a classroom lead to fewer distractions. Additionally, more Special Day Class teachers will be hired to increase support and improve academic outcomes for our unduplicated students who require extra instructional assistance. This initiative is aimed at students who may benefit significantly from extra support. In the early grades, our analysis shows that the proportion of students in tier 3 remains consistent past 3rd grade, highlighting the importance of early intervention and foundational reading. Particularly among our unduplicated students in grades TK-3, a significant percentage fall within tier 3. To address this, we will provide extra certificated staff in TK-3 to improve support and enhance academic results for EL and low-income students. This strategic improvement is designed to address critical needs at an early educational stage, setting the foundation for future academic success. 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.	\$12,548,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.10	Psychologists	Districtwide psychologists, including bilingual ones, will assess students' academic performance, mental health, and behavior. The insights gained from this data will guide teachers, parents, and peers in enhancing academic outcomes for English Language Learners.	\$1,595,055.00	Yes
3.11	EL Program Support	Specialists will provide additional instructional and administrative support for English Learner, BMAP, and Dual Language programs, focusing on English language development and curriculum, specifically through GLAD (Guided Language Acquisition Design) training. Professional learning will center on guided language acquisition strategies, specifically focusing on supporting language acquisition in middle school for students who are LTEL as well as teachers in grades 3-5 supporting the prevention of Long Term English Learners. This specifically supports integrated English Language Development, which is an area of need to best support our Long Term English Learners. Additionally, funds will be made available to support specific EL needs related to classroom resources. 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.	\$698,214.00	Yes
3.12	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,	\$1,538,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focusing on eliminating access barriers to instructional materials by maintaining device functionality. Computer Service Technicians handle ongoing device repairs and updates, ensuring consistent access for students throughout the school year. The Director of Information Systems leverages technology and data to enhance educational outcomes, facilitating the use of software systems that support data-driven decision-making. Additionally, a Software/Database Specialist offers a range of services including Help Desk, On-site Support, Network Services, and Software Training, specifically tailored for the needs of our unduplicated population. These coordinated technology services ensure that students from low-income, English Learner, foster youth, and homeless backgrounds receive the necessary support to succeed academically. This infrastructure not only supports individual learning but also equips teachers with the tools to address the specific challenges faced by these students.		
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.	\$300,000.00	Yes
3.14	Data and Growth	According to our California Accountability Dashboard, Cajon Valley is facing challenges with numerous indicators and student groups classified in the "red" and "orange" categories. This has highlighted the necessity for deliberate data collection, analysis, and program evaluation using disaggregated data. Our Coordinator II- Data and Assessment team will establish a districtwide system that allows site staff and administrators to access and review disaggregated student data, assessments, and feedback from educational partners. This system will aid in making informed instructional decisions and improving student academic performance. This access to data and reports are specifically designed to assist students in the unduplicated count by implementing targeted	\$363,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement planning cycles involving both site and district administrators and staff.		
3.15	Instruction and tutoring outside the school day and calendar. (ELO)	Certificated and classified staff will provide engaging summer learning and enrichment to positively impact both academic and social-emotional student development and growth. Afterschool tutoring will also be provided by certificated and classified staff for students represented in the unduplicated count during the 2023/2024 school year.	\$24,845,478.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard: ELA - SWD	Based on the 2023 California Dashboard, students with disabilities are in the orange category in the ELA academic indicator: 113.7 points below standard 3.4 point increase	Based on the 2024 California Dashboard, students with disabilities are in the red category in the ELA academic indicator: 115.4 points below standard Maintain -1.7 points from baseline	Based on the 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.	Change from baseline: Increase 7.4 points from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	Change from baseline: 0.69% increase from baseline
4.3	ELPAC - Dually Identified	According to 2023 ELPAC scores, 6.96% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.	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 Disability) 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.	Change from baseline: 0.63% decline from baseline
4.4	iReady - ELA - SWD Diagnostic #2 (On Track Typical Growth)	Based on the iReady reading diagnostic given in February 2024, 56% of students with disabilities are on track to typical growth for the 23/24 school year.	Based on the iReady reading diagnostic given in February 2025, 58% of students with disabilities are on track to typical growth for the 24/25 school year, a 2% decrease from baseline.	Based on iReady reading diagnostic, given in December 2025/January 2026, 55% of students with disabilities are on track to typical growth for the 25/26 school year.	Based on the iReady reading diagnostic given in February 2027, 62% of students with disabilities will be on track to typical growth for the 26/27 school year.	This is a 1% decline from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 46% of students with disabilities met typical growth for the 23/24 school year.	Based on the iReady reading diagnostic given June 2025, 50% of students with disabilities met typical growth for the 24/25 school year.	Based on the iReady reading diagnostic given June 2026, 48% of students with disabilities met typical growth for the 25/26 school year.	Based on the iReady reading diagnostic given June 2027, 54% of students with disabilities will meet typical growth for the 26/27 school year.	This is a 2% increase from baseline.
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	Based on the iReady reading diagnostic given in February 2024: 13% of students with disabilities are Tier 1 (at or above grade level) 27% of students with disabilities are Tier 2 (one grade level below) 61% of students with disabilities are Tier 3 (2 or more grade levels below)	Based on the iReady reading diagnostic given in February 2025: 13% of students with disabilities are Tier 1 (at or above grade level) This remains the same compared to baseline. 26% of students with disabilities are Tier 2 (one grade level below), a 1% decrease from baseline. 61% of students with disabilities are Tier 3 (2 or more grade levels below). This remains the same compared to baseline.	Based on the iReady reading diagnostic given in February 2026: 14% of students with disabilities are Tier 1 (at or above grade level) This is a 1% increase from baseline. 25% of students with disabilities are Tier 2 (one grade level below), a 1% decrease from baseline. 62% of students with disabilities are Tier 3 (2 or more grade levels below). This is a 1% increase from baseline.	Based on the iReady reading diagnostic given in February 2027: 18% of students with disabilities will be at Tier 1 (at or above grade level)	Based on the iReady reading diagnostic given in February 2025: Tier 1 (at or above grade level) This is a 1% increase from baseline. Tier 2 (one grade level below), a 1% decrease from baseline. Tier 3 (2 or more grade levels below). This is a 1% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference 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.	96% of Education Specialists attended Mandatory PL on using assessment data to identify student needs and develop a SMART IEP goal.	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.	Due to professional learning limitations in 24/25, 25/26 data will become baseline.
4.8	IEP Implementation (% of students receiving 90% or more of their services)	91.45% of students received 90% or more of their services delivered.	88% of students received 90% or more of their services delivered.	95% of students received 90% or more of their services delivered.	95% of students received 90% or more of their services delivered.	Change from baseline: 3.55% increase from baseline
4.10	Staff Professional Learning Completion	% of Ed Specialists have received at least one training in structure literacy intervention.	66% of Ed Specialists have received at least one training in structured literacy intervention. This will become baseline.	79% of ed specialists of Ed Specialists have received at least one training in structured literacy intervention.	41.25% of Ed Specialists have received at least one training in structure literacy intervention.	Change from baseline: 13% increase from baseline
4.11	Parent Involvement Field on IEPs (% of IEPs with Parent Involvement Field Complete as Yes)	97.3% of IEPs have the parent involvement field completed as yes.	95% of IEPs have the parent involvement completed as yes. This is a 2.3%	99% of IEPs have the parent involvement completed as yes.	99% of IEPs have the parent involvement field completed as yes.	Change from baseline: 1.7% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decrease from baseline.			
4.12	Site Progress Report Plans	This is a new metric, and will be implemented in the 24-25 school year.	92% of sites have a structured consultation plan with assigned program specialist. This will become baseline.	92% of sites have a structured consultation plan with assigned program specialist.	100% of schools will have a site specific progress report communication plan.	Change from baseline: The remains the same compared to baseline.

Goal Analysis [2025-26]

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

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

Implementation of Goal 4 focused on strengthening literacy outcomes, equitable access, inclusive instructional practices, and alignment between general education and special education systems for students with disabilities. Districtwide implementation emphasized collaborative planning, responsive educational practices, literacy intervention alignment, and increased coherence between instructional supports, service delivery systems, and student learning needs (Goal 4, aligned actions 4.1–4.5).

Schools utilized systems such as i-Ready, SEIS, collaborative planning structures, and intervention review processes to guide instructional planning, monitor student progress, and align supports to identified student needs (Goal 4, Action 4.3). Educational Services and Special Education teams increased collaboration throughout the 2025-26 school year to strengthen alignment between classroom instruction, IEP goals, literacy intervention systems, and inclusive instructional opportunities (Goal 4, Actions 4.2, 4.3). Site teams engaged in collaborative planning related to service delivery models, staffing alignment, intervention supports, and literacy planning designed to improve access to grade level instruction and strengthen student outcomes (Goal 4, Action 4.3).

Professional learning systems focused on strengthening inclusive instructional practices, literacy intervention strategies, behavior support systems, and collaborative planning structures for students with disabilities (Goal 4, Action 4.1). Education specialists, paraeducators, related service providers, and general education staff participated in professional learning related to literacy instruction, inclusive practices, restorative approaches, behavior intervention systems, and collaborative support structures. Schools increasingly utilized collaborative planning opportunities to strengthen alignment between classroom instruction, interventions, accommodations, and student support systems (Goal 4, Actions 4.1, 4.3).

Literacy supports for students with disabilities expanded during the 2025-26 school year through access to specialized literacy materials, technology, and evidence based intervention resources (Goal 4, Action 4.4). Staff serving students with disabilities utilized these resources to strengthen foundational literacy instruction, address individual learning needs, and increase alignment between intervention delivery and IEP

goals. Family engagement efforts additionally strengthened communication between school sites and families regarding student progress in literacy, with IEP parent involvement fields completed as yes for 99% of students, reflecting strong family partnership systems across the district (Goal 4, Action 4.5).

At Empower Academy, Equity Multiplier funds were used to integrate research based literacy strategies with Social Emotional Learning and structured physical activities to increase student engagement and participation in literacy (Goal 4, Actions 4.1, 4.4). Staff received professional learning in evidence based literacy practices including Orton Gillingham and targeted literacy supports addressing phonemic awareness, phonics, and comprehension. Funds also supported access to literacy resources, online vocabulary programs, SEL aligned materials, and structured physical activities designed to build collaboration, self-regulation, and communication skills that supported student access to literacy instruction. Within daily instruction, staff provided explicit teaching, modeling, multi-modality learning, and scaffolded practice opportunities in predictable, structured environments. These supports were reinforced through routines that encouraged positive peer and staff interactions, restorative practices, and the development of student confidence and perseverance (Goal 4, Actions 4.1, 4.3, 4.4).

The district also strengthened site based planning systems and collaborative support structures during the 2025-26 school year (Goal 4, Action 4.3). School teams engaged in planning discussions regarding service delivery models, paraeducator utilization, staffing alignment, and intervention systems designed to improve consistency and implementation across schools. Reflection on implementation demonstrated that schools with stronger collaborative planning structures, embedded coaching support, and aligned intervention systems generally demonstrated more consistent implementation and stronger instructional alignment.

Although collaboration and planning systems expanded during the 2025-26 school year, implementation reflections demonstrated continued variability across schools regarding service delivery consistency, paraeducator training systems, collaborative planning structures, and implementation of inclusive instructional practices (Goal 4, Actions 4.1, 4.3, 4.4). Educational partner feedback consistently identified the need for clearer expectations, stronger alignment between general education and special education systems, and increased support related to literacy intervention practices, student engagement, and behavior support systems (Goal 4, Actions 4.1, 4.2, 4.3, 4.5).

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

Under Goal 4, Action 3, year 1 and year 2 Ed Specialists were offered compensated professional learning opportunities outside the work day. In 2025/26, \$765,000 was budgeted for this purpose; however, not all funds were used. The remaining balance will be extended to continue providing professional learning for these first year Ed Specialists in 2026/27.

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

Actions under Goal 4 demonstrated moderate effectiveness in improving instructional alignment, collaborative planning systems, inclusive practices, and literacy support structures for students with disabilities. Increased collaboration between general education and special education teams strengthened alignment between classroom instruction, interventions, accommodations, and student support systems (Goal 4, Actions 4.3, 4.4). Educational partner feedback from teachers, site leaders, paraeducators, and support staff reinforced that increased collaboration and planning opportunities improved communication, coordination of supports, and instructional alignment for students with disabilities. IEP goals were developed based on student assessment data and aligned to evidence based learning progressions and the

Science of Reading, strengthening the connection between student identified needs and specially designed instruction (Goal 4, Action 4.2; Metric 4.7). Staff serving students with disabilities gained access to specialized literacy materials and technology to support individualized instruction and intervention delivery across school sites (Goal 4, Action 4.4). Family engagement efforts at school sites strengthened family and community involvement in understanding and supporting student progress in literacy, contributing to increased parent involvement in the IEP process (Goal 4, Action 4.5; Metric 4.11).

California Dashboard data demonstrated measurable improvement in English Language Arts outcomes for students with disabilities during the 2025 reporting cycle. Students with disabilities improved from the Red performance category to the Orange category in the English Language Arts Academic Indicator and increased performance by 9.1 points from the previous year and 7.4 points from baseline (Metric 4.1). Additionally, 11.10% of students with disabilities met or exceeded standard in ELA on the 2025 CAASPP, representing a 0.69% increase from baseline (Metric 4.2). These findings demonstrated positive movement in districtwide literacy systems and instructional support efforts connected to Goal 4.

Although students with disabilities demonstrated improvement within the California Dashboard Academic Indicator, performance data continued to demonstrate significant achievement gaps compared to district averages, reinforcing the need for stronger alignment between general education and special education instructional systems, literacy intervention structures, and inclusive instructional practices (Metrics 4.1, 4.2, 4.3).

Mid year i Ready Mathematics Diagnostic 2 data demonstrated that 55% of students with disabilities were projected to achieve one year's growth, representing a 1% increase from the previous year (Metric 4.4). Positive growth trends demonstrated progress in strengthening instructional alignment and intervention systems supporting students with disabilities. Additionally, 95% of students with disabilities received 90% or more of their services as of the current reporting period, representing a 3.55% increase from baseline and reflecting improved consistency in service delivery across school sites (Metric 4.8). Site Service Structures provided flexible intervention scheduling and prioritized access to Tier 1 instruction for students with disabilities, strengthening alignment between specially designed instruction and grade level classroom learning (Goal 4, Action 4.3).

Although mid year growth data demonstrated improvement trends, data also demonstrated that 45% of students with disabilities were not yet projected to meet annual growth expectations, reinforcing continued need for targeted intervention supports, collaborative planning systems, differentiated instructional practices, and inclusive literacy supports aligned to student needs (Metrics 4.4, 4.5, 4.6).

Professional learning efforts related to literacy intervention, inclusive instructional practices, and collaborative support systems demonstrated positive effectiveness in strengthening staff capacity and instructional alignment (Goal 4, Action 4.1). Ninety six percent of Education Specialists attended mandatory professional learning on using assessment data to identify student needs and develop SMART IEP goals explicitly linked to structured literacy learning progressions (Metric 4.7). Additionally, 79% of Education Specialists received at least one training in structured literacy intervention, representing a 13% increase from baseline (Metric 4.10). Staff serving students with disabilities reported improved confidence in supporting student literacy needs, reflecting positive gains in professional learning effectiveness (Goal 4, Action 4.1; Metric 4.7). Educational partner feedback from teachers and site leaders consistently reinforced that coaching support, collaborative planning structures, and literacy focused professional learning improved alignment between interventions, classroom instruction, and student learning goals. Site progress report plans were established at 92% of sites through structured consultation plans with assigned program specialists, and 87% of students with IEPs received a progress report within the designated reporting window, strengthening communication systems between school sites and families (Metric 4.12).

Educational partner feedback and implementation reflections also demonstrated continued variability across schools regarding paraeducator training systems, collaborative planning structures, service delivery consistency, and implementation of inclusive instructional practices. Dually identified students, those designated as both English Learners and students with disabilities, demonstrated a 0.63% decline from baseline in achieving Level 4 on the ELPAC or Level 3 on the Alternate ELPAC, reinforcing the need for stronger integrated language development and specially designed instructional supports for this student group (Metric 4.3). Reflection on implementation demonstrated that schools with stronger collaborative planning systems, embedded coaching support, and aligned intervention structures generally demonstrated more consistent implementation and stronger instructional alignment for students with disabilities.

Although collaboration between general education and special education staff increased during the 2025-26 school year, educational partner feedback consistently identified continued need for clearer expectations, stronger alignment between instructional systems, and increased consistency regarding service delivery models and inclusive instructional practices across schools (Goal 4, Actions 4.3, 4.4; Metrics 4.4, 4.5, 4.6, 4.8).

Reflection on implementation additionally demonstrated continued need for expanded paraeducator training pathways, differentiated coaching support, and additional implementation guidance related to literacy intervention practices, student engagement systems, restorative approaches, and behavior response strategies (Goal 4, Actions 4.1, 4.3; Metrics 4.7, 4.10). Educational partner feedback reinforced the importance of strengthening coherence between special education and general education systems to improve equitable access to grade level literacy instruction and inclusive learning opportunities for students with disabilities (Goal 4, Actions 4.2, 4.3, 4.4, 4.5; Metrics 4.1, 4.2, 4.4, 4.6, 4.12).

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

Based on implementation evidence, educational partner feedback, and reflection on prior practice, the district will implement several refinements during the 2026-27 school year to strengthen literacy outcomes, inclusive instructional practices, instructional coherence, and equitable access for students with disabilities.

The district will continue strengthening alignment between general education and special education instructional systems through expanded collaborative planning structures, coaching support, and professional learning opportunities (Goal 4, Actions 4.1, 4.2, 4.3). Educational partner feedback consistently emphasized the need for stronger collaboration, increased instructional alignment, and more consistent implementation across schools. In response, collaborative planning structures will increasingly focus on alignment between classroom instruction, literacy intervention systems, accommodations, IEP goals, and progress monitoring practices (Goal 4, Actions 4.2, 4.3).

Professional learning opportunities for paraeducators, education specialists, related service providers, and general education staff will expand significantly during the 2026-27 school year (Goal 4, Action 4.1). Educational partner feedback consistently identified the need for differentiated training pathways, increased coaching opportunities, and stronger implementation support related to literacy intervention practices, behavior response systems, restorative approaches, student engagement strategies, and inclusive instructional practices. Feedback further emphasized the importance of providing regular, job embedded coaching and support for paraeducators through consistent classroom walk throughs conducted by Program Specialists, behavior teams, and instructional coaches. Educational partners also identified the need for mandatory onboarding, hands on training opportunities, in class modeling, literacy intervention support, and differentiated training pathways designed to support both new and experienced paraeducators (Goal 4, Actions 4.1, 4.4). In response, the district will

expand differentiated paraeducator training systems, site based coaching opportunities, and implementation support structures connected to inclusive instructional practices, literacy intervention alignment, behavior support systems, and student engagement strategies (Goal 4, Actions 4.1, 4.3, 4.4).

The district will also continue refining service delivery guidance, staffing alignment systems, and collaborative planning structures to improve implementation consistency and clarity across schools (Goal 4, Action 4.3). Reflection on implementation demonstrated that schools with stronger collaborative planning systems and aligned intervention structures generally demonstrated more consistent implementation and stronger student outcomes. Educational partner feedback also emphasized the importance of creating protected collaboration time between Education Specialists and paraeducators to strengthen communication, clarify roles and responsibilities, improve consistency of interventions, and support implementation of behavior, safety, and instructional practices (Goal 4, Actions 4.1, 4.3). As a result, district teams will continue developing planning tools, implementation guidance, collaboration structures, and ongoing coaching systems designed to strengthen districtwide coherence while still allowing flexibility to respond to unique student and site needs.

Additional refinements will focus on increasing equitable access to grade level literacy instruction, strengthening inclusive opportunities, and expanding responsive educational practices for students with disabilities (Goal 4, Actions 4.3, 4.4). Mid year growth data, Dashboard performance trends, and educational partner feedback reinforced the importance of continuing targeted intervention supports, differentiated instructional practices, and collaborative systems that respond directly to identified student needs and achievement trends. The district will also continue strengthening alignment between literacy intervention systems, classroom instruction, and inclusive instructional opportunities to improve access, engagement, literacy outcomes, staff consistency, safety, and retention for students with disabilities across all schools (Goal 4, Actions 4.2, 4.3, 4.4, 4.5).

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Understanding student literacy skills	Understanding student literacy skills. - Staff serving students with disabilities will report improved confidence or maintain high confidence in supporting student literacy needs. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Aligned Goals	IEP Goals will be written based on student needs identified through assessment data and based on evidence based learning progression/Science of Reading. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators.For additional information on low performance at the student group and at the school level for English language arts, please see addendum A at the end of this document.	\$0.00	No
4.3	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. 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.	\$765,000.00	Yes
4.4	Literacy Supports	Staff that services students with disabilities will have access to specialized literacy materials and technology to support students with disabilities. Based on our dashboard needs, this action will support increasing math performance districtwide as well as for our sites with red indicators. For additional information on low performance at the student group and at the school level for math, please see addendum A at the end of this document.	\$0.00	No
4.5	Family Engagement	School sites will enhance student family and community involvement to understand and support student progress in literacy. Based on our dashboard needs, this action will support increasing English language arts performance districtwide as well as for our sites with red indicators.For additional information on low performance at the student	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		group and at the school level for English language arts, please see addendum A at the end of this document.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Empower Academy, CVUSD Homeschool, Johnson Elementary, and Chase Avenue Elementary will improve outcomes for student groups identified with the lowest performance levels on the California School Dashboard — including English Learners, Hispanic students, and Students with Disabilities — through targeted literacy interventions, social-emotional supports, student engagement opportunities, and staff professional learning. Progress will be measured through two key metrics. Metric 5.1 will track growth in literacy outcomes, with a goal of increasing the percentage of students meeting Typical Growth on the i-Ready Reading Diagnostic from 60% to 70%. Metric 5.2 will measure improvements in school climate and connectedness, including attendance rates and reductions in chronic absenteeism for identified student groups. The district will continue to monitor staff credentialing, assignment, and retention at Equity Multiplier schools, addressing any identified staffing needs to ensure all students have access to appropriately credentialed and well-prepared educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of June 2024, 53% of students met typical growth (one year's growth) on iReady Diagnostic #3.	As of June 2025, 57% of students met typical growth (one year's growth) on iReady Diagnostic #3.	As of June 2026, 57% of students met typical growth (one year's growth) on iReady Diagnostic #3.	As of June 2027, 70% of students met typical growth (one year's growth) on iReady Diagnostic #3.	This is a 4% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Local Indicator: School Climate (Priority 6)	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) 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) 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) 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) 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)	Spring 2025 Priority 6 Student Survey: 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. 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. 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.	Spring 2026 Priority 6 Dashboard Survey I feel safe at school: 67% of students agree/strongly agree, an increase of 4% compared to baseline. My school is clean: 49% of students agree/strongly agree, an increase of 6% compared to baseline. I feel like I belong at school: 58% of students agree/strongly agree, an increase of 3% compared to baseline Adults at my school treat me with respect: 75% of students agree/strongly agree, an increase of 3% compared to baseline.	Increase by 2% and/or maintain above a 85%. 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) 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) Adults at my school treat me with respect: 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) I feel like I belong at my school: 57% of students in grades 4-8 report feeling that they belong at their	Change from baseline: I feel safe at school: an increase of 4% compared to baseline My school is clean: an increase of 6% compared to baseline I feel like I belong at school: an increase of 3% compared to baseline Adults at my school treat me with respect: an increase of 3% compared to baseline My classmates treat me with respect: an increase of 2% compared to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. 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.	My classmates treat me with respect: 55% of students agree/strongly agree, an increase of 2% compared to baseline.	school (a 4 or 5 on a scale of 1-5) 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)	

Goal Analysis [2025-26]

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

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

Chase Avenue Elementary utilized Equity Multiplier funds to strengthen Tier 1 and Tier 2 literacy systems through dedicated intervention staffing, enrichment staffing supports, and structured teacher collaboration focused on literacy improvement (Goal 5, Actions 5.2, 5.3). Enrichment teachers in PE, STEM, and Visual Arts provided release time for grade level teams to engage in bi-weekly collaboration centered on student data analysis, Tier 1 instructional planning, and Tier 2 intervention design. Teachers participated in literacy focused professional learning and school visits to observe evidence based literacy practices including UFLI, Morpheme Magic, and 95% word study implementation. Assessment data was used to refine instructional groupings and adjust supports based on student need. A dedicated intervention teacher provided small group Tier 2 literacy instruction, while all K-6 students participated in 30-40 minutes of daily targeted, data driven literacy intervention aligned to identified skill gaps. Enrichment opportunities in PE, Visual Arts, and STEM additionally

contributed to increased student engagement, creativity, and school connectedness (Goal 5, Action 5.1). Implementation challenges included scheduling constraints related to equitable access to enrichment opportunities, shifts in collaboration structures toward more data driven Tier 1 instructional planning, and limitations in counselor availability due to participation within the specials rotation. In response, the site refined systems by increasing push-in enrichment models, providing materials and mobility supports for enrichment staff, and strengthening collaborative planning and intervention alignment structures (Goal 5, Actions 5.3, 5.4). Empower Academy utilized Equity Multiplier funds to integrate research based literacy strategies with Social Emotional Learning and structured physical activities to strengthen student engagement and participation in literacy (Goal 5, Actions 5.1, 5.2). Funds supported access to literacy resources, online vocabulary programs, SEL aligned materials, and structured physical activities designed to build collaboration, teamwork, self-regulation, and communication skills that supported student access to literacy instruction. Staff received professional learning in evidence based literacy practices including Orton Gillingham and targeted literacy supports addressing phonemic awareness, phonics, and comprehension. Within daily instruction, staff provided explicit teaching, modeling, multi-modality learning, and scaffolded practice opportunities in predictable, structured environments. These supports were reinforced through routines that encouraged positive peer and staff interactions, restorative practices, and the development of student confidence and perseverance to generalize skills throughout the school day (Goal 5, Actions 5.1, 5.2, 5.3). Johnson Elementary utilized Equity Multiplier funds to expand an established counseling program by increasing staffing capacity and strengthening schoolwide social emotional support systems (Goal 5, Action 5.1). Additional counselors and Guidance Technicians expanded student connections through proactive supports, while Necessary Conditions Counselors focused on developing sustainable procedures and routines designed to support welcoming environments, student success, and family engagement beyond the funding period. Specific programs implemented included a New Student Welcome Program, a counseling skills space, schoolwide family communication folders, Lunch Bunches, a dispatch system for teachers to access immediate support, a five-part parent workshop series on developing student independence, staff presentations on incorporating SEL target skill practice into academic lessons, and TK-K VAPA showcases highlighting the importance of attendance. Implementation challenges included initial rotation of daily responsibilities among Guidance Technicians that limited role specific expertise, and separate language sessions for parent workshops that created logistical barriers. In response, the site shifted to role specific training for Guidance Technicians and combined parent workshop sessions using simultaneous interpretation headphones to improve accessibility and efficiency (Goal 5, Actions 5.1, 5.3).

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services that required additional explanation. Expenditures and implementation of services generally aligned with the actions and services identified within the adopted LCAP.

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

Chase Avenue Elementary showed meaningful gains across literacy and student engagement through the implementation of Actions 5.1–5.4. CORE benchmark data revealed substantial growth in foundational literacy skills between mid-year 2024–25 and 2025–26: Kindergarten CVC proficiency rose from 2% to 14%, first grade climbed from 14% to 75%, and second grade improved from 64% to 86%. i-Ready results further showed a 3% increase in first graders performing at or above grade level, reflecting continued progress toward Metric 5.1. Structured collaboration cycles, professional learning, and ongoing data analysis allowed staff to sharpen instructional groupings and refine intervention supports throughout the year — evidence of the impact of Actions 5.3 and 5.4. Enrichment programming in PE, STEM, and Visual Arts deepened student engagement and school connectedness, supporting the positive climate conditions tied to Metric 5.2.

Empower Academy saw strong gains in both literacy and social-emotional development, reflecting the combined effect of Actions 5.1, 5.2, and 5.3. i-Ready data showed that 41% of students are on track for typical reading growth, with 50% of eighth graders meeting stretch growth goals — demonstrating clear movement toward Metric 5.1. Orton-Gillingham assessments revealed consistent foundational reading growth, with students mastering four to seven additional concepts beyond their starting point and all middle school students working on multi-syllabic skills by year's end. Behaviorally, 70% of middle school students earned scores of 80% or higher on expectations for being respectful, responsible, and safe. SEL programming built student confidence, self-advocacy, peer relationships, and resilience, contributing to the school climate outcomes aligned with Metric 5.2.

Johnson Elementary demonstrated strong results in student engagement and social-emotional support through expanded counseling services and schoolwide preventative programming, reflecting the effectiveness of Actions 5.1 and 5.3. Counseling groups grew from 36 to 75, with student participation nearly doubling from 50 to 89. Check-In/Check-Out supports expanded from 12 to 20 students served. Classroom SEL instruction scaled from one lesson cycle to six unique topics delivered across all classrooms. Recess Games and Lunch Bunches created structured spaces for students to build relationships, practice social skills, and strengthen their sense of belonging — with 90% of teachers rating Recess Games as useful and 83% rating Lunch Bunches the same. Together, these results illustrate how Actions 5.1 and 5.3 strengthened student connectedness and school climate, advancing progress toward Metric 5.2.

Cajon Valley Homeschool demonstrated meaningful progress in literacy outcomes through targeted intervention and family partnership, reflecting the effectiveness of Literacy and Academic Interventions (Action 5.2) and Personalized Learning (Action 5.3). Two dedicated intervention teachers provided research-based literacy instruction for students in grades 1–8 performing one or more grade levels below expectations, with all instructional staff trained in Orton-Gillingham methods to ensure evidence-based, structured delivery. A Community Liaison supported family engagement through events and workshops, strengthening literacy development at home and recognizing families as essential partners in the homeschool model. i-Ready diagnostic data from a cohort of 10 students who met all academic growth benchmarks showed a median reading growth of 49.5 points, with 70% of students gaining more than 40 points — demonstrating that targeted supports are effectively accelerating progress and returning students to grade-level instruction. At the individual level, one student achieved a 76-point increase in reading from the beginning to the middle of the year, enabling a successful transition out of intervention and back to Tier 1 core instruction with greater independence and skill. These outcomes reflect the power of combining structured, evidence-based literacy intervention with strong family engagement in a homeschool setting, supporting progress toward Metric 5.1.

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

Based on early feedback and results, Empower plans to increase its focus on building teacher capacity around SEL (Goal 5, Action 5.1), including more structured professional development for implementing play therapy strategies and sports based social skills training. The program will also explore additional tools to enhance student engagement and track SEL outcomes more effectively. In addition, the overall goal has been updated to expand and encompass the broader priorities of the four sites that now qualify for Equity Multiplier funding in 2024-25. This includes an increased focus on integrating mental health supports, targeted literacy interventions, and social emotional learning across all sites, providing a more comprehensive approach to student success. The actions associated with these goals have also been updated and expanded to reflect the overall range of services now included in the Equity Multiplier funding plan, providing alignment across all four sites (Goal 5, Actions 5.1-5.4). DLA and Homeschool plan to implement a data tracking and assessment process to better measure

student progress in the 2025-26 school year, including refining intervention goals to address specific literacy deficits, increasing collaboration between intervention staff and general education teachers, and providing more meaningful and targeted support (Goal 5, Actions 5.1-5.3). Johnson Elementary plans to elevate the purpose of the counseling skills space by incorporating instruction of a social emotional skill, building student self-awareness by helping students select and practice coping skills from organized strategies aligned to their current emotional state (Goal 5, Action 5.1).

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Student Engagement/Social Emotional Support	Provide professional development for mental health clinicians and additional counseling support to enhance student social-emotional skills, engagement, and overall well-being. 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.	\$401,100.00	No
5.2	Literacy and Academic Interventions	Implement targeted intervention programs for students performing below grade level, focusing on foundational skills, vocabulary, comprehension, and reading fluency, with ongoing professional development for teachers to strengthen foundational instruction and improve student outcomes.	\$169,195.00	No
5.3	Personalized Learning	Use interactive, differentiated learning tools and instructional technology to increase student engagement and support a wide range of learning needs, while providing professional learning for teachers to effectively use these tools. Hire specialized staff to release grade-level teams for regular collaboration, data review, and professional learning, ensuring consistent, high-quality instruction aligned with student needs.	\$502,500.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Progress Monitoring and Midyear Review	Use disaggregated data from i-Ready, CAASPP, and local data to monitor progress. Adjust actions and supports as needed based on site-level reviews and input from staff and families.	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$60,613,818	\$7,436,496

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.098%	0.000%	\$0.00	35.098%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	Action: Recruit and maintain high quality staffing supporting students Need: Personnel interviews have identified barriers in applicants applying for jobs due to the cost of prerequisite requirements such as fingerprinting and post-hiring requirements like CPR certification. Applicants are reluctant to pay out of pocket. Given that 76% of our student enrollment qualifies as unduplicated pupils, our district has prioritized the hiring of high quality staffing to ensure equitable resource allocation and to support these specific students districtwide. Scope: LEA-wide	We provide this service to increase student engagement, specifically for those represented in our unduplicated count, because engagement is critical for academic success and overall well-being. Removing financial barriers that deter applicants from pursuing job opportunities meets these needs by ensuring that we can hire and retain qualified staff who can directly impact student engagement. By covering costs for prerequisites such as fingerprinting and post-hiring requirements like CPR certification, we attract a larger pool of qualified candidates who might otherwise be unable to afford these expenses. This ensures that financial constraints do not limit our ability to hire talented individuals. A strong, well-supported workforce is essential for creating a positive and engaging learning environment, which is particularly beneficial for students in our unduplicated count who may need additional support and resources. Ultimately, this approach strengthens our workforce and enhances our ability to provide high-quality educational services, leading to improved student engagement and success.	Williams Audit: Highly Qualified Teachers (Metric 2.5)
2.6	Action: Site Administrative Support Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension. The high percentage of unduplicated pupils, at 76%, necessitates a comprehensive, districtwide approach for site	Adding an assistant principal will enhance support and supervision for students identified within the unduplicated count by providing more targeted attention and resources. This increased administrative capacity allows for a focused effort on improving student connectedness, engagement, attendance, and academic outcomes. The need for this additional support is represented in our California Dashboard Data suspension and attendance. By adding an assistant principal, we can offer more personalized and direct oversight to our unduplicated students,	Suspension & Chronic Absenteeism (Metric 2.3)

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension. Scope: LEA-wide	students, promoting their overall well-being and academic success. With our district's UPP at 76%, a significant portion of our students may benefit from additional academic assessment and support.	
3.11	Action: EL Program Support Need: EL CAASPP Data Scope: LEA-wide	Specialists will provide additional instructional and administrative support for English Learner (EL), BTAP, and Dual Language programs, focusing on English language development and curriculum through GLAD (Guided Language Acquisition Design) training. This professional learning will emphasize guided language acquisition strategies, equipping teachers with the tools needed to enhance EL instruction. This professional learning also supports integrated English Language Development, which is an area of need to best support our Long Term English Learners. Additionally, funds will be allocated to support specific EL needs related to classroom resources, ensuring that English learners receive the targeted support necessary to succeed academically. These services and supports are offered districtwide as ELs make up at least 45 percent of our UPP.	ELPI (Metric 3.13), Metric 3.14) EL iReady Metrics (Metrics 3.5 & 3.9), CAASPP Metrics. (Metrics 3.7 & 3.11)
3.12	Action: Technology Support Team Need: All students need access to technology, but not all UPP students can afford their own computers. The district is committed to a 1:1 student-to-device ratio and requires a centralized technology team to coordinate	Coordinated technology services ensure that students from low-income backgrounds, English Learners, foster youth, and homeless students receive the essential support needed for academic success. This infrastructure not only enhances individual learning but also provides teachers with the tools to address the unique challenges these students face. These technology services and supports are offered districtwide, as our UPP	Student Chromebook Distribution Metric 3.16)

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.15	Action: Instruction and tutoring outside the school day and calendar. (ELO) Need: In response to the 2023-2024 school year data showing a significant portion of our unduplicated count did not meet the expected yearly growth in English Language Arts (ELA) and mathematics, and represented higher rates of suspension. Scope:	These actions, being offered districtwide, address the specific needs of the 76% of students in our unduplicated population by providing continuous academic support and enrichment opportunities. This ensures they have the resources and guidance necessary for academic success. Students in this group are given priority registration to ensure they can access these supports and enrichment programs.	ELOP Program Enrollment , iReady Metrics (Metrics 3.5 & 3.9)
4.3	Action: Site Service Structures Need: Unduplicated pupils, including English Learners, Foster Youth, and Low Income students, continue to demonstrate a need for improved academic achievement, access to grade-level curriculum, targeted literacy instruction, and consistent instructional supports. Scope: LEA-wide	This action provides districtwide professional learning and instructional coaching support for staff serving students with disabilities in order to strengthen instructional practices, improve access to grade-level curriculum, increase consistency of specially designed instruction, and support inclusive and effective learning environments. These supports are principally directed toward and effective in meeting the needs of unduplicated pupils because unduplicated students are disproportionately represented among students requiring additional academic, behavioral, language, and intervention supports. The districtwide scope ensures consistent implementation of evidence-based instructional practices, literacy supports, and intervention strategies across all school sites, benefiting	i-Ready and literacy assessment growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		unduplicated pupils who require additional academic support and access to high-quality instruction.	

Limited Actions

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

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

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

NA

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	39:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	23:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$172,698,401	\$60,613,818	35.098%	0.000%	35.098%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$61,201,492.00	\$26,421,273.00	\$0.00	\$236,200.00	\$87,858,965.00	\$63,672,893.00	\$24,186,072.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	TEDx	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$66,273.00	\$133,727.00	\$200,000.00				\$200,000.00	
1	1.2	Recreational Equipment Replacement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$160,800.00	\$160,800.00				\$160,800.00	
1	1.3	Career Development Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$291,200.00	\$291,200.00				\$291,200.00	
1	1.4	Transportation Operations Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$101,177.00	\$0.00	\$101,177.00				\$101,177.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$5,337,399.00	\$0.00	\$5,337,399.00				\$5,337,399.00	
1	1.6	Professional Learning Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$236,317.00	\$0.00	\$236,317.00				\$236,317.00	
1	1.7	Content Area Professional Learning Cohorts, LREBB Action	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$317,512.00	\$444,438.00	\$381,950.00	\$380,000.00			\$761,950.00	
2	2.1	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$637,083.00	\$0.00	\$637,083.00				\$637,083.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$291,912.00	\$0.00	\$291,912.00				\$291,912.00	
2	2.3	Engagement Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
2	2.4	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$838,773.00	\$0.00	\$838,773.00				\$838,773.00	
2	2.5	Recruit and maintain high quality staffing supporting students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$115,000.00	\$115,000.00				\$115,000.00	
2	2.6	Site Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,655,893.00	\$0.00	\$1,655,893.00				\$1,655,893.00	
2	2.7	Facilities Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$3,000,000.00	\$3,000,000.00				\$3,000,000.00	
2	2.8	Custodial and Grounds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,148,500.00	\$0.00	\$2,148,500.00				\$2,148,500.00	
2	2.9	Office Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$773,003.00	\$24,595.00	\$797,598.00				\$797,598.00	
2	2.10	Visitor Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$152,657.00	\$152,657.00				\$152,657.00	
2	2.11	Bus Safety Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$122,086.00	\$122,086.00				\$122,086.00	
2	2.12	District Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,600,314.00	\$177,012.00	\$1,777,326.00				\$1,777,326.00	
2	2.13	Campus Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,583,699.00	\$0.00	\$1,583,699.00				\$1,583,699.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.14	Safety Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.15	Pool Safety- Lifeguard	All	No			All Schools Specific Schools: Montgomery Middle School	2024-2027	\$0.00	\$0.00				\$0.00	\$0.00	
2	2.16	Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$4,151,246.00	\$72,000.00	\$4,223,246.00				\$4,223,246.00	
2	2.17	Homeless/Foster Liaison Support (Title I)	Homeless, Foster	No			All Schools	2024-2027	\$168,200.00	\$68,000.00				\$236,200.00	\$236,200.00	
2	2.18	Additional Concentration Grant	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools over 55% UPP	2024-2027	\$7,436,496.00	\$0.00	\$7,436,496.00				\$7,436,496.00	
3	3.1	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$4,000,000.00	\$4,000,000.00				\$4,000,000.00	
3	3.2	Literacy Program, LREBG Action	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,634,666.00	\$873,000.00	\$3,384,666.00	\$123,000.00			\$3,507,666.00	
3	3.3	Library software & SDCOE Librarian oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$36,324.00	\$36,324.00				\$36,324.00	
3	3.4	Early Learning Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2	2024-2027	\$0.00	\$84,720.00	\$84,720.00				\$84,720.00	
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$404,925.00	\$404,925.00				\$404,925.00	
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
3	3.7	Site One Time Literacy Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.8	Site Supplemental Concentration Funding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$3,722,565.00	\$3,722,565.00				\$3,722,565.00	
3	3.9	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$12,548,990.00	\$0.00	\$12,548,990.00				\$12,548,990.00	
3	3.10	Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,595,055.00	\$0.00	\$1,595,055.00				\$1,595,055.00	
3	3.11	EL Program Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	\$468,214.00	\$230,000.00	\$698,214.00				\$698,214.00	
3	3.12	Technology Support Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,538,838.00	\$0.00	\$1,538,838.00				\$1,538,838.00	
3	3.13	Technology Replacement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
3	3.14	Data and Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$363,083.00	\$0.00	\$363,083.00				\$363,083.00	
3	3.15	Instruction and tutoring outside the school day and calendar. (ELO)	All	No			All Schools	2024-2027	\$15,408,241.00	\$9,437,237.00		\$24,845,478.00			\$24,845,478.00	
4	4.1	Understanding student literacy skills	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Aligned Goals	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Site Service Structures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$765,000.00	\$0.00	\$765,000.00				\$765,000.00	
4	4.4	Literacy Supports	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Family Engagement	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Student Engagement/Social Emotional Support	All	No			All Schools Specific Schools: Johnson &	2024-2027	\$378,938.00	\$22,162.00		\$401,100.00			\$401,100.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Empower									
5	5.2	Literacy and Academic Interventions	All	No			Specific Schools: CVUSD Home School, Empower, & Chase		\$163,829.00	\$5,366.00		\$169,195.00			\$169,195.00	
5	5.3	Personalized Learning	All	No			Specific Schools: Johnson,C VUSD Home School, Empower, & Chase		\$464,242.00	\$38,258.00		\$502,500.00			\$502,500.00	
5	5.4	Progress Monitoring and Midyear Review	All	No			All Schools Specific Schools: Johnson, CVUSD Home School, Empower, & Chase		\$0.00	\$0.00		\$0.00			\$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$172,698,401	\$60,613,818	35.098%	0.000%	35.098%	\$61,201,492.00	0.000%	35.438 %	Total:	\$61,201,492.00
								LEA-wide Total:	\$53,127,913.00
								Limited Total:	\$637,083.00
								Schoolwide Total:	\$7,436,496.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	TEDx	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.2	Recreational Equipment Replacement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,800.00	
1	1.3	Career Development Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,200.00	
1	1.4	Transportation Operations Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,177.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,337,399.00	
1	1.6	Professional Learning Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,317.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Content Area Professional Learning Cohorts, LREBB Action	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$381,950.00	
2	2.1	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$637,083.00	
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,912.00	
2	2.3	Engagement Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
2	2.4	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$838,773.00	
2	2.5	Recruit and maintain high quality staffing supporting students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
2	2.6	Site Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,655,893.00	
2	2.7	Facilities Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
2	2.8	Custodial and Grounds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,148,500.00	
2	2.9	Office Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$797,598.00	
2	2.10	Visitor Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,657.00	
2	2.11	Bus Safety Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,086.00	
2	2.12	District Safety and Security	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,777,326.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.13	Campus Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,583,699.00	
2	2.14	Safety Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.16	Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,223,246.00	
2	2.18	Additional Concentration Grant	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools over 55% UPP	\$7,436,496.00	
3	3.1	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000,000.00	
3	3.2	Literacy Program, LREBG Action	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,384,666.00	
3	3.3	Library software & SDCOE Librarian oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,324.00	
3	3.4	Early Learning Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2	\$84,720.00	
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$404,925.00	
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
3	3.7	Site One Time Literacy Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.8	Site Supplemental Concentration Funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,722,565.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$12,548,990.00	
3	3.10	Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,595,055.00	
3	3.11	EL Program Support	Yes	LEA-wide	English Learners	All Schools	\$698,214.00	
3	3.12	Technology Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,538,838.00	
3	3.13	Technology Replacement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
3	3.14	Data and Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$363,083.00	
4	4.3	Site Service Structures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$765,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$86,028,154.00	\$88,002,584.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	TEDx	Yes	\$200,000	\$200,000
1	1.2	Recreational Equipment Replacement	Yes	\$158,570	\$158,570
1	1.3	Career Development Experiences	Yes	\$287,118	\$289,155
1	1.4	Transportation Operations Assistant	Yes	\$97,814	\$101,535
1	1.5	Professional Development	Yes	\$5,258,521	\$5,258,521
1	1.6	Professional Learning Coordinator	Yes	\$278,985	\$242,085
1	1.7	Content Area Professional Learning Cohorts	Yes	\$293,059	\$383,682
2	2.1	Translation Services	Yes	\$610,759	\$630,629
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Yes	\$284,700	\$294,600
2	2.3	Engagement Surveys	Yes	\$45,000	\$45,000
2	2.4	Community Liaisons	Yes	\$865,472	\$826,377

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Recruit and maintain high quality staffing supporting students	Yes	\$115,000	\$115,000
2	2.6	Site Administrative Support	Yes	\$1,588,692	\$1,631,422
2	2.7	Facilities Improvement	Yes	\$5,300,668	\$5,300,668
2	2.8	Custodial and Grounds	Yes	\$2,105,510	\$2,087,850
2	2.9	Office Support	Yes	\$764,814	\$791,352
2	2.10	Visitor Management System	Yes	\$19,460	\$59,960
2	2.11	Bus Safety Systems	Yes	\$52,309	\$52,309
2	2.12	District Safety and Security	Yes	\$1,458,902	\$1,582,834
2	2.13	Campus Aides	Yes	\$1,544,984	\$1,560,295
2	2.14	Safety Equipment	Yes	\$1,850,000	\$1,850,000
2	2.15	Pool Safety- Lifeguard	No	\$60,000	\$0
2	2.16	Counseling Program	Yes	\$4,177,022	\$4,193,662
2	2.17	Homeless/Foster Liaison Support (Title I)	No	\$221,222	\$250,970

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.18	Additional Concentration Grant	Yes	\$7,914,756	\$8,013,875
3	3.1	Supplemental Curriculum	Yes	\$1,000,000.00	\$1,000,000
3	3.2	Literacy Program	Yes	\$3,817,952	\$3,925,752
3	3.3	Library software & SDCOE Librarian oversight	Yes	\$34,752	\$36,324
3	3.4	Early Learning Assessment	Yes	\$84,720	\$84,720
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	Yes	\$403,800	\$404,925
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	Yes	\$175,000	\$175,000
3	3.7	Site One Time Literacy Funds	Yes	\$27,424	\$28,365
3	3.8	Site Supplemental Concentration Funding	Yes	\$3,081,714	\$3,081,714
3	3.9	Class Size Reduction	Yes	\$10,856,714	\$12,363,536
3	3.10	Psychologists	Yes	\$1,303,585	\$1,349,685
3	3.11	EL Program Support	Yes	\$686,200	\$702,100
3	3.12	Technology Support Team	Yes	\$1,521,000	\$1,500,000
3	3.13	Technology Replacement	Yes	\$300,000	\$300,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Data and Growth	Yes	\$353,406	\$367,000
3	3.15	Instruction and tutoring outside the school day and calendar. (ELO)	No	\$24,532,002	\$24,610,189
4	4.1	Understanding student literacy skills	No	\$0.00	\$0
4	4.2	Aligned Goals	No	\$0.00	\$0
4	4.3	Site Service Structures	Yes	\$893,400	\$765,000
4	4.4	Literacy Supports	No	\$0.00	\$0
4	4.5	Family Engagement	No	\$0.00	\$0
5	5.1	Student Engagement/Social Emotional Support	No	\$417,091	\$476,916
5	5.2	Literacy and Academic Interventions	No	\$311,241	\$331,494
5	5.3	Personalized Learning	No	\$674,816	\$579,513
5	5.4	Progress Monitoring and Midyear Review	No	\$0	\$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$57,736,552	\$52,874,573.00	\$61,753,502.00	(\$8,878,929.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	TEDx	Yes	\$200,000.00	\$200,000		
1	1.2	Recreational Equipment Replacement	Yes	\$158,570.00	\$158,570		
1	1.3	Career Development Experiences	Yes	\$289,610.00	\$289,155		
1	1.4	Transportation Operations Assistant	Yes	\$96,785.00	\$101,535		
1	1.5	Professional Development	Yes	\$5,258,521.00	\$5,258,521		
1	1.6	Professional Learning Coordinator	Yes	\$285,658.00	\$242,085		
1	1.7	Content Area Professional Learning Cohorts	Yes	\$150,000.00	\$383,682		
2	2.1	Translation Services	Yes	\$566,759.00	\$630,629		
2	2.2	Family and Community Engagement Supervisor (1.0 FTE) and Director (.5 FTE)	Yes	\$284,200.00	\$294,600		
2	2.3	Engagement Surveys	Yes	\$67,106.00	\$45,000		
2	2.4	Community Liaisons	Yes	\$865,472.00	\$826,377		
2	2.5	Recruit and maintain high quality staffing supporting students	Yes	\$115,000.00	\$115,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Site Administrative Support	Yes	\$1,541,445.00	\$1,631,422		
2	2.7	Facilities Improvement	Yes	\$3,000,000.00	\$5,300,668		
2	2.8	Custodial and Grounds	Yes	\$2,018,981.00	\$2,087,850		
2	2.9	Office Support	Yes	\$728,789.00	\$791,352		
2	2.10	Visitor Management System	Yes	\$18,480.00	\$59,960		
2	2.11	Bus Safety Systems	Yes	\$52,309.00	\$52,309		
2	2.12	District Safety and Security	Yes	\$1,521,807.00	\$1,582,834		
2	2.13	Campus Aides	Yes	\$1,332,290.00	\$1,560,295		
2	2.14	Safety Equipment	Yes	\$50,000.00	\$1,850,000		
2	2.16	Counseling Program	Yes	\$4,016,889.00	\$4,193,662		
2	2.18	Additional Concentration Grant	Yes	\$7,253,713.00	\$8,013,875		
3	3.1	Supplemental Curriculum	Yes	\$1,000,000.00	\$1,000,000		
3	3.2	Literacy Program	Yes	\$3,534,927.00	\$3,925,752		
3	3.3	Library software & SDCOE Librarian oversight	Yes	\$34,752.00	\$36,324		
3	3.4	Early Learning Assessment	Yes	\$80,295.00	\$84,720		
3	3.5	Classroom Instructional Supplies for Certificated teachers, School Counselors, and SLPs	Yes	\$320,000.00	\$404,925		
3	3.6	Provide Learning Management System to support development eKadence and Seesaw	Yes	\$175,000.00	\$175,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Site One Time Literacy Funds	Yes	\$25,000.00	\$28,365		
3	3.8	Site Supplemental Concentration Funding	Yes	\$2,727,202.00	\$3,081,714		
3	3.9	Class Size Reduction	Yes	\$10,925,511.00	\$12,363,536		
3	3.10	Psychologists	Yes	\$1,303,585.00	\$1,349,685		
3	3.11	EL Program Support	Yes	\$690,461.00	\$702,100		
3	3.12	Technology Support Team	Yes	\$1,521,000.00	\$1,500,000		
3	3.13	Technology Replacement	Yes	\$300,000.00	\$300,000		
3	3.14	Data and Growth	Yes	\$364,456.00	\$367,000		
4	4.3	Site Service Structures	Yes	\$0.00	\$765,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$168,227,317	\$57,736,552	0%	34.321%	\$61,753,502.00	0.000%	36.708%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

Cajon Valley Union School District Required Actions

Chronic Absenteeism

LEARN MORE

Chronic Absenteeism

All Students

State



Yellow

31% chronically absent

Declined 3.1% ⬇️

EQUITY REPORT

Number of Student Groups in Each Level



Red

American Indian

Cajon Valley Schools with Red for Specific Student Groups:

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

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

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

Cajon Valley Schools with Red for All Students:

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



Cajon Valley Union School District Required Actions

Suspension Rate

LEARN MORE

Suspension Rate

All Students

State



Red

5.2% suspended at least one day

Increased 2.3% ⬆

EQUITY REPORT

Number of Student Groups in Each Level



Red

African American

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

White

Cajon Valley Schools with Red for Specific Student Groups:

Bostonia Global: WH

Cajon Valley Middle: AA, EL, HI, MR, SED, SWD, WH

Chase Elementary: AA

Crest Outdoor Immersion: SWD, WH

Flying Hills School of the Arts: AA, EL, MR, SED, SWD, WH

Greenfield Middle: EL, HI, MR, HIM, SED, SWD, WH

Hillsdale Middle: EL, SWD

Johnson Elementary: SWD

Lexington Elementary: SWD

Los Coches Creek Middle: EL, HI, MR, SED, SWD, WH

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

WD Hall Elementary: EL, HI, SED, SWD

AA = African American

AI = American Indian

AS = Asian

EL = English Learner

FOS = Foster Youth

HI = Hispanic

HOM = Homeless

MR = Two or More Races

PI = Pacific Islander

SED = Socioeconomically Disadvantaged

SWD = Students with Disabilities

WH = White

Cajon Valley Schools with Red for All Students:

Cajon Valley Middle

Crest Elementary

Flying Hills School of Arts

Greenfield Middle

Los Coches Creek Middle

Montgomery Middle

WD Hall Elementary



Cajon Valley Union School District Required Actions

English Language Arts

LEARN MORE

English Language Arts

All Students

State



Orange

46.4 points below
standard

Declined 7.4 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each
Level



Red

English Learners

Foster Youth

Homeless

Eligibility for
Differentiated Assistance:
[English Learners]

Cajon Valley Schools with Red for Specific Student Groups:

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

Avocado Elementary: EL, SWD

Blossom Valley Elementary: SWD

Bostonia Global: EL, SWD

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

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

EJE Elementary Academy

Charter: EL

EJE Middle Academy: EL

Flying Hills School of the Arts: EL

Greenfield Middle: AA, EL, HI, SED

Hillsdale Middle: SWD

Johnson Elementary: EL, HI, SED, SWD

Lexington Elementary: EL, WH

Madison Avenue Elementary: EL

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

Meridian Elementary: EL

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

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

W.D. Hall Elementary: EL, SED

AA = African American

AI = American Indian

AS = Asian

EL = English Learner

FOS = Foster Youth

HI = Hispanic

HOM = Homeless

MR = Two or More Races

PI = Pacific Islander

SED = Socioeconomically Disadvantaged

SWD = Students with Disabilities

WH = White

Cajon Valley Schools with Red for All Students:

Anza Elementary

Cajon Valley Middle School

Chase Avenue Elementary

Greenfield Middle

Johnson Elementary

Magnolia Elementary

Montgomery Middle

Naranca Elementary



Cajon Valley Union School District Required Actions

Mathematics

LEARN MORE Mathematics

All Students

State



Orange

74.5 points below
standard

Maintained -1.7 Points

EQUITY REPORT

Number of Student Groups in Each
Level



Red

African American

English Learners

Foster Youth

Homeless

**Eligibility for
Differentiated Assistance:
[English Learners]**

Cajon Valley Schools with Red for Specific Student Groups:

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

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

Cajon Valley Schools with Red for All Students:

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



Cajon Valley Union School District Required Actions

English Learner Progress

English Learner Progress

All Students

State



Orange

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

Declined 4.3% ⬇

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

Cajon Valley Schools with Red for English Learners

Avocado Elementary: EL

Bostonia Global: EL

Kidinnu Academy: EL

Magnolia Elementary: EL

Rancho San Diego Elementary: EL

W. D. Hall Elementary: EL

