LCFF Budget Overview for Parents

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

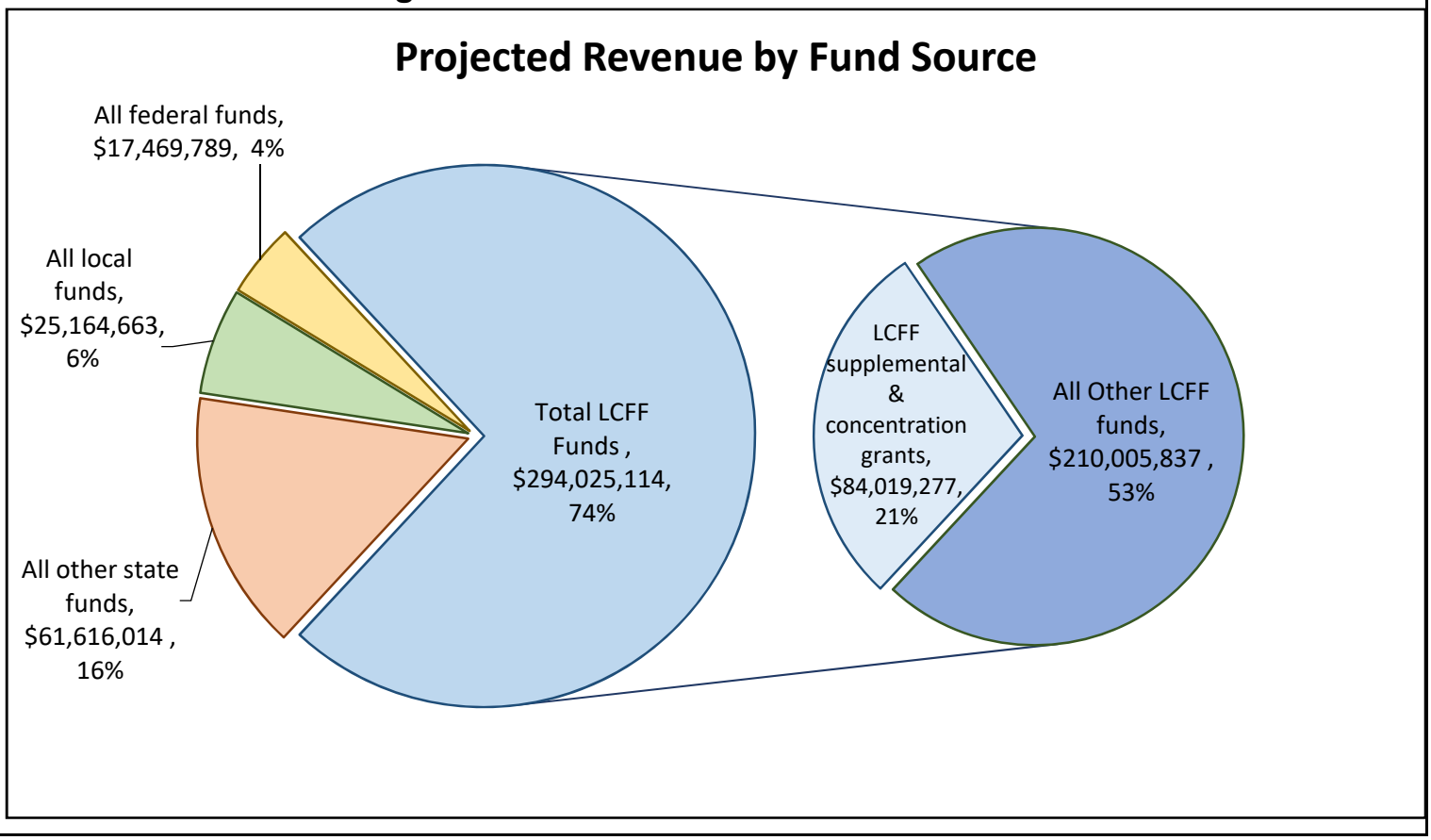
CDS Code: 36676860000000

School Year: 2026-27

LEA contact information: Tina Petersen, (909) 580-5000 lcap_info@cjusd.net

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

Budget Overview for the 2026-27 School Year

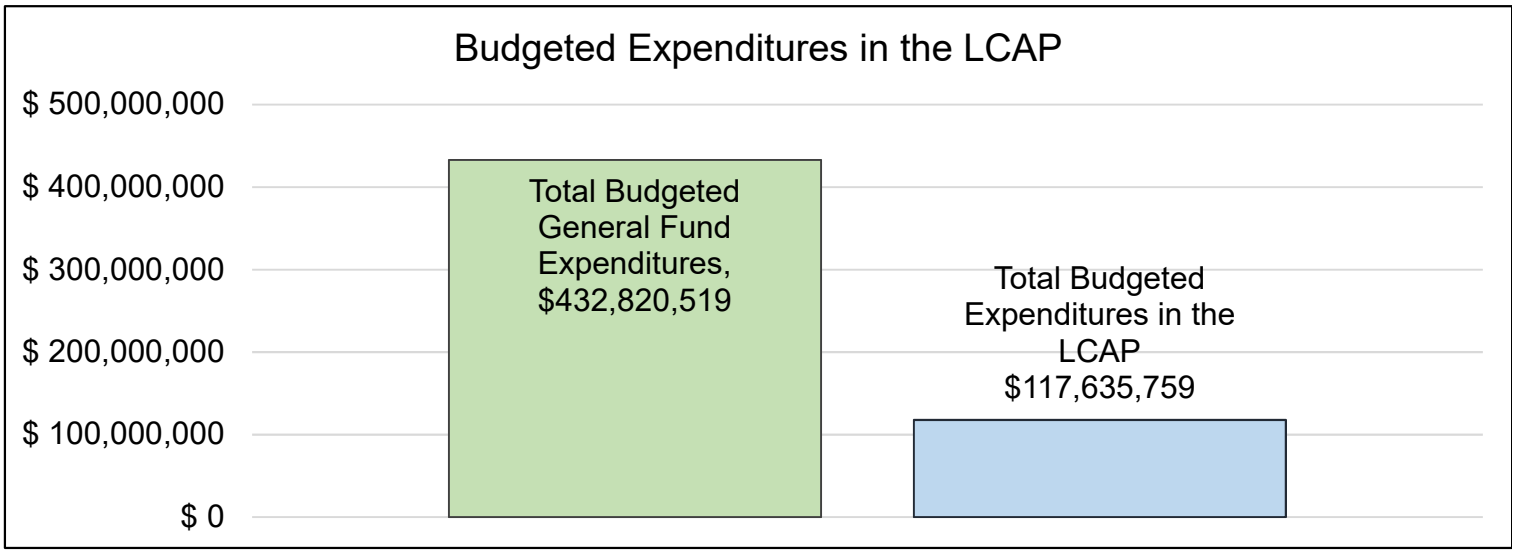


This chart shows the total general purpose revenue Colton Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Colton Joint Unified School District is $398,275,580.00, of which $294,025,114.00 is Local Control Funding Formula (LCFF), $61,616,014.00 is other state funds, $25,164,663.00 is local funds, and $17,469,789.00 is federal funds. Of the $294,025,114.00 in LCFF Funds, $84,019,277.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Colton Joint Unified School District plans to spend for 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: Colton Joint Unified School District plans to spend $432,820,519.00 for the 2026-27 school year. Of that amount, $117,635,759.00 is tied to actions/services in the LCAP and $315,263,462.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

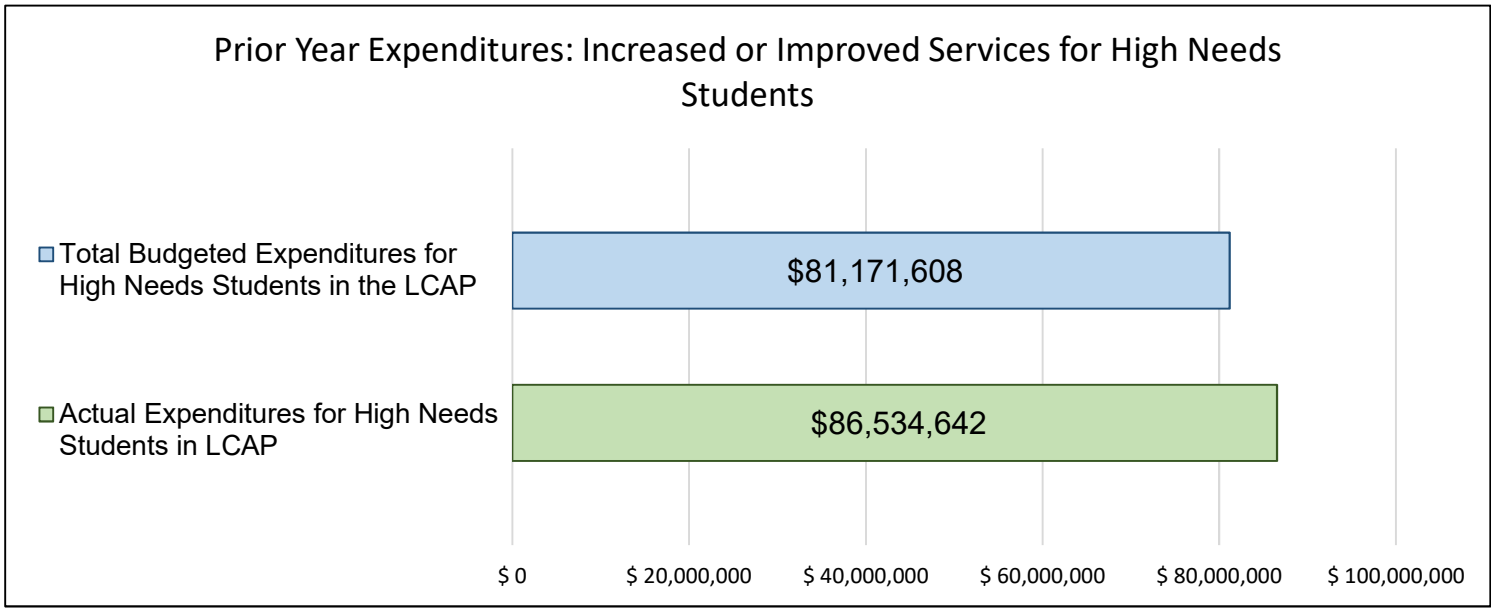
General Fund expenditures not accounted for in the Local Control and Accountability Plan include staffing, textbook adoption, professional development, facility maintenance, and general operating expenses in support of instruction.

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

In 2026-27, Colton Joint Unified School District is projecting it will receive $84,019,277.00 based on the enrollment of foster youth, English learner, and low-income students. Colton Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colton Joint Unified School District plans to spend $89,065,400.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Colton Joint Unified School District's LCAP budgeted $81,171,608.00 for planned actions to increase or improve services for high needs students. Colton Joint Unified School District actually spent $86,534,642.00 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
Colton Joint Unified School District	Dr. Tina Petersen, Assistant Superintendent	Tina_Petersen@cjusd.net (909) 580-5000

Plan Summary 2026-2027

General Information

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

Colton Joint Unified School District (CJUSD), located in San Bernardino County, spans approximately 48 square miles, extending 15 miles from east to west. The district serves the communities of Colton, Bloomington, and Grand Terrace, along with portions of Fontana, Rialto, Loma Linda, and San Bernardino. In the 2026–27 school year, all 18 elementary schools will offer Transitional Kindergarten (TK) through 6th grade. At the secondary level, the district operates four middle schools (grades 7–8), three comprehensive high schools (grades 9–12), a continuation high school, and an alternative high school.

CJUSD serves a diverse student population of 17,830 students in grades TK through 12. The district also offers early education programs including preschool, Head Start, and Children's Center pre-kindergarten. Students benefit from a range of enrichment opportunities such as Gifted and Talented Education (GATE) at all K–8 schools, Advancement Via Individual Determination (AVID) at all middle and high schools and one elementary school, Advanced Placement (AP) courses, and 25 Career Technical Education (CTE) pathways across 13 industry sectors. Dual Immersion programs are available at four elementary schools and one middle school. In addition, CJUSD provides alternative learning options, including Independent Study, as well as extended educational opportunities for qualified students with disabilities and those approved for a fifth year of high school. Adult Education classes are offered through grant funding under AB 86. The district's Early College program is entering its fourth year at Bloomington High School and its third year at both Colton and Grand Terrace High Schools.

CJUSD schools continue to earn recognition for excellence. Bloomington and Colton High School's and Ruth O' Harris Middle School are AVID Demonstration Schools, Slover Mountain High School is a Model Continuation School, and the Engineering Pathway at Grand Terrace High School was designated as a Project Lead the Way Distinguished School for the fourth year in a row. Additionally this school year, 24 school sites were honored with Silver (5), Gold (8), or Platinum (11) status by the California PBIS Coalition for strong implementation of all three tiers of the Positive Behavioral Interventions and Supports (PBIS) framework.

As of this reporting period, CJUSD serves 17,830 students, including 16,811 unduplicated pupils. These represent an unduplicated pupil percentage of 94.29%, consisting of 16,138 Low-Income (LI) students, 2987 English Learners (EL), and 106 Foster Youth (FY). Like many districts across the state, CJUSD is currently experiencing declining enrollment. Four district schools—Slover Mountain High School, Washington High School, Wilson Elementary,

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

The CJUSD vision states:

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

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

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

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

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

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

Reflections: Annual Performance

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

Reflections: Annual Performance

The 2025 California Dashboard Results for the Colton Joint Unified School District indicate comprehensive district-wide performance across all areas, with no specific area falling into the red which is the lowest performance level category

Academic Performance

English Language Arts

Color: Yellow

46.0 points below standard

Increased +4.2 points

Mathematics

Color: Yellow

84.6 points below standard

Increased +3.9 points

English Learner Progress Indicator (ELPI)

Color: Orange

44.2% making progress

Declined -4.0%

College/Career Indicator (CCI)

Color: Yellow

42.0% Prepared

Increased +7.1%

Science (Informational Only)

Color: Orange

44.8 science points

Maintained +0.5 points

Academic Engagement

Chronic Absenteeism

Color: Orange

21.9% Chronically Absent

Declined -1.7%

Graduation Rate

Color: Green

91.7% Graduated

Increased +4.3%

Conditions & Climate

Suspension Rate

Color: Green

3.6% suspended at least one day

Declined -0.7%

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

Districtwide

Academic Performance

English Language Arts

English Learners

Homeless

Students with Disabilities

Mathematics

English Learners

Homeless

Students with Disabilities

Academic Engagement

Chronic Absenteeism

None

Graduation Rate

Students with Disabilities

Conditions & Climate

Suspension Rate

African American

Two or More Races

Students with Disabilities

Outcomes Related to a Broad Course of Study

College/Career

English Learners

Students with Disabilities

School Sites: All Student groups showing Lowest Performing Levels

Alice Birney Elementary

Academic Performance: English Language Arts

Michael D'Arcy Elementary

Academic Performance: English Learner Progress

Sycamore Hills Elementary

Academic Performance: English Learner Progress

Colton Middle School

Academic Performance: English Language Arts and Mathematics

Academic Engagement: Chronic Absenteeism

Conditions & Climate: Suspension Rate

Joe Baca Middle School

Academic Performance: English Learner Progress

Ruth O' Harris Middle School

Academic Performance: English Language Arts and Mathematics

Academic Engagement: Chronic Absenteeism

Conditions & Climate: Suspension Rate

Terrace Hills Middle School

Academic Performance: English Learner Progress

Conditions & Climate: Suspension Rate

Slover Mountain High School (Continuation)

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

Conditions & Climate: Suspension Rate

Any Student Group with any School with lowest performance Outcomes

Abraham Lincoln Elementary

Academic Performance:

English Language Arts: English Learners

Alice Birney Elementary

Academic Performance:

English Language Arts: English Learners, Hispanic, Socioeconomically Disadvantaged

Mathematics: Students with Disabilities

Cooley Ranch Elementary

Conditions & Climate:

Suspension Rate: Students with Disabilities

Crestmore Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Math: Students with Disabilities

Conditions & Climate:

Suspension Rate: Students with Disabilities

Gerald A. Smith Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Academic Engagement:

Chronic Absenteeism: Homeless

Grand Terrace Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Conditions & Climate:

Suspension Rate: White

Jurupa Vista Elementary

Academic Performance:

English Language Arts: English Learners

Math: English Learners

Mary B. Lewis Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Michael D'Arcy Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: English Learners and Students with Disabilities

English Learner Progress: English Learners

Paul Rogers Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Reche Canyon Elementary

Academic Engagement:

Chronic Absenteeism: African American and Students with Disabilities

Sycamore Hills Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

English Learner Progress: English Learners

Terrace View Elementary

Academic Performance:

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Conditions & Climate:

Suspension Rate: African American

Ulysses Grant Elementary

Academic Engagement:

Chronic Absenteeism: Students with Disabilities

Walter Zimmerman Elementary

Academic Performance:

English Language Arts: Students with Disabilities

William McKinley Elementary

Academic Performance:

English Language Arts: English Learners and Homeless

Mathematics: English Learners and Homeless

Academic Engagement:

Chronic Absenteeism: Homeless

Woodrow Wilson Elementary

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: Students with Disabilities

Colton Middle School

Academic Performance:

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

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

Academic Engagement:

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

Conditions & Climate:

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

Joe Baca Middle School

Academic Performance:

English Learner Progress: English Learners

Academic Engagement:

Chronic Absenteeism: Students with Disabilities

Ruth O' Harris Middle School

Academic Performance:

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

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

Academic Engagement:

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

Conditions & Climate:

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

Terrace Hills Middle School

Academic Performance:

English Language Arts: African American

Math: English Learners

English Learner Progress: English Learners

Academic Engagement:

Chronic Absenteeism: African American and White

Conditions & Climate:

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

Bloomington High School

Academic Performance:

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

Mathematics: English Learners and Students with Disabilities

Conditions & Climate:

Suspension Rate: Homeless, Students with Disabilities and White

Outcomes Related to a Broad Course of Study

College/Career: English Learners, Students with Disabilities

Colton High School

Academic Performance:

English Language Arts: English Learners and Students with Disabilities

Mathematics: English Learners and Students with Disabilities

Academic Engagement:

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

Conditions & Climate:

Suspension Rate: African American

Outcomes Related to a Broad Course of Study:

College/Career: Students with Disabilities

Grand Terrace High School

Academic Performance:

English Language Arts: African American

Mathematics: African American

Conditions & Climate:

Suspension Rate: Homeless, and Students with Disabilities

Outcomes Related to a Broad Course of Study:

College/Career: Students with Disabilities

Slover Mountain Continuation High School

Academic Performance:

English Language Arts: Hispanic and Socioeconomically Disadvantaged

Mathematics: Hispanic and Socioeconomically Disadvantaged

Conditions & Climate:

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

Outcomes Related to a Broad Course of Study:

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

Colton Joint Unified School District (CJUSD) continues to apply improvement science principles to strengthen districtwide systems and instructional practices, contributing to measurable growth across most categories of the California Dashboard. In support of these efforts, CJUSD has established a comprehensive Professional Learning Framework and maintains active partnerships with the National Center on Education and the Economy (NCEE) and the San Bernardino County Superintendent of Schools (SBCSS).

CJUSD planned a focus on the academic indicators of English Language Arts and Mathematics as a whole and specifically with English Learners, Students with Disabilities, and African American students as these continue to be areas for continued growth and improvement. The CJUSD Dashboard results for English Language Arts for all students showed were positive with a 4.2 point increase in distance from standard from the prior year (-50.2 DFS to -46.0 DFS). Mathematics results improved as well with a 3.9 increase in distance from standard from the prior year (-88.5 DFS to -84.6 DFS) A continued focus was placed on inclusive practices and improving the performance of English Learners (ELs) through a focus on lesson planning using ELD and integrated content objectives, in-class support for teachers, and administrator walkthroughs providing feedback to teachers to support first best instructional practices. Similarly, Secondary math teachers are in their 2nd year of using an instructional focus called building thinking classrooms and updated Illustrative Mathematics curriculum to support student engagement in instruction and a focus on building skills through collaborative conversations in classrooms. Elementary is beginning to utilize the building thinking classroom strategy at many schools and the district went through an Elementary Math adoption process this year to pilot, evaluate, and select a new math curriculum for 2026-2027.

The CJUSD Dashboard Suspension rate Declined 0.7% lower than the previous year. The hiring of clinical therapists, focus on PBIS, administrative supports, and the hiring of learning specialists at some sites as well as continued increase in the number of wellness centers

across our campuses being implemented are showing improvements. Wellness center visits continued to be effective as a response to the needs for social emotional intervention and mental health awareness needs that occur throughout the year at school sites.

Our Graduation Rate increased 4.3% from the previous year as we were successful in implementing many interventions to increase the rate. We rebranded Mission 220 into Mission 220 and Beyond, an intervention plan focused on providing support for students starting with discussions and exploration in 7th and 8th grades with a focus on high school graduation and 9th through 12th grades with courses and interventions so students could gain more credits to graduate on time. Additionally, data clean-up processes, improved check-out and drop-out prevention procedures, and focus on interpreting transcripts for a-g and CTE completers improved results on our College and Career Indicator by 7.1%.

Another area of continued focus and growth has been in English Learner Progress where we continue to focus on the areas listed above with ELA as well as supporting newcomer students and EL parents with an emphasis on support in classroom walkthroughs, professional learning, secondary newcomer classes, counseling, mental health, and parent workshops to support student growth. This year due to a decrease in English Learner Progress on the ELPAC (declined 4%) a focus has been placed on ELD support and instructional strategies to improve the proficiency of our English Learners.

Chronic Absenteeism declined 1.7% across the district during 2024-25. Steps taken to successfully decrease Chronic Absenteeism included a year long theme to promote attendance (Attend Today. Lead Tomorrow) through the District's social media and a District wide focus on attendance at all school sites. Child Welfare and Attendance Liaisons focused on home and student visits to encourage positive attendance and bring awareness that every absence counts. Increased spending also went towards providing student incentives. In grades TK – 8th all schools participated in class competitions and individual perfect attendance competitions for September Attendance Awareness, individual Perfect Attendance incentives for winter, and in High School a year long recognition program called Tomorrow's Leaders.

Give Back Academy, a mentoring program that worked with about 200 At Promise Middle School and High School students, focused on increasing attendance, increasing knowledge of and use of resources, increasing graduation rates and decreasing behavioral incidents for students. Give Back Academy also served as a mentoring program for students experiencing homelessness and who are in foster care.

The District continues to offer Short-Term Independent Study contracts, and Saturday School Academies which positively impact ADA. The efforts of Student Services/Child Welfare and Attendance, including increased Home Visits, SARTs/SARBs, school presentations, trainings, and parent/student communication, also played a crucial role in lowering the district's chronic absenteeism rate.

Learning Recovery Emergency Block Grant (LREGB)

Overview
Colton Joint Unified School District has approximately $13 million of unexpended LREGB funds which will be used to support the actions in Goal 10 of the LCAP..

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

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

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

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

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

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

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

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

10.3 Credit Recovery

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

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

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

Reflections: Technical Assistance

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

Based on 2025 California School Dashboard data, CJUSD continues to qualify for Differentiated Assistance (DA). In close partnership with the San Bernardino County Superintendent of Schools (SBCSS), the district engages in a continuous improvement process to address performance gaps. District Improvement Teams have collaborated with SBCSS-led workshops to conduct root cause analyses, develop formal problem statements, and establish action plans. This partnership provides CJUSD with coaching on evidence-based strategies and direct access to experts in Multi-Tiered System of Supports (MTSS) and Foster Youth services to accelerate progress.

Students with Disabilities (SWD), eligible for DA since 2023, remain a primary focus for academic improvement. The group currently faces performance gaps in ELA (-124.2 DFS), Math (-158.4 DFS), and College Readiness (8.5%). The district is scaling a systemic MTSS framework (Actions 2.25, 3.8, 10.2), which includes comprehensive self-assessments and staff training to align Tier 1 instruction. Due to the steady progress observed in this student group, CJUSD anticipates exiting DA eligibility for SWD in 2026.

For African American students, who entered DA in 2024, the focus remains on improving academics and reducing high suspension rates. Performance data shows needs in ELA (-66.2 DFS), Math (-102.3 DFS), and suspension rates (7.7%). The district is prioritizing cultural responsiveness and engagement (Actions 2.25, 2.16, 3.1) through the development of the African American Action Plan, the expansion of the Umoja pathway at Grand Terrace High School, and ensuring the new elementary math textbook adoption is culturally relevant. The district expects this group to meet exit criteria by 2026.

Foster Youth qualified for DA in 2024 based on significant needs in ELA (-80.7 DFS), Math (-124.2 DFS), and suspension rates (10.9%). The district's strategy centers on trauma-informed practices and site visits to exemplary programs to refine behavioral and academic supports (Actions 2.25, 3.5, 3.8, 4.3, 5.3, 6.1).

English Learners have demonstrated significant growth and have successfully moved out of Differentiated Assistance. To maintain this progress, CJUSD continues to implement PDSA (Plan, Do, Study, Act) cycles focused on EL strategies, provides ongoing professional development for staff, and is finalizing a comprehensive EL Action Plan for implementation in the 2026–2027 school year.

Homeless students entered DA eligibility in 2025 due to performance gaps in ELA (-74.7 DFS), Math (-107.5 DFS), and chronic absenteeism (34.8%). To address these specific needs, the district requires principals to establish targeted goals within their School Plan for Student Achievement (SPSA). Progress will be closely monitored through monthly data reviews at principal meetings to evaluate action effectiveness, facilitate site-team course corrections, and support bi-monthly formal data chats with the Executive Cabinet.

Students identifying as Two or More Races were also added to DA eligibility in 2025 based on performance indicators in suspension rates (9.5%) and chronic absenteeism (29.4%). District strategy mandates that site leadership embed targeted interventions within their SPSA. To ensure rigorous monitoring, student outcomes will be reviewed monthly at principal meetings and analyzed bi-monthly alongside the Executive Cabinet to determine necessary course corrections.

Long-Term English Learner (LTEL) students qualified for DA in 2025 based on performance gaps in ELPI (44.2%) and chronic absenteeism (24%). To accelerate progress during the 2026–2027 school year, the district is deploying targeted counseling, family outreach, and staff development (Actions 1.2, 1.3, 2.25). Multilingual English Learner (MEL) counselors will guide LTEL students in tracking their language development journeys and setting proficiency goals, while the Parent Engagement Manager will collaborate with families to build a shared sense of urgency. Concurrently, the Curriculum Director, Program Specialists, and Teachers on Assignment (TOAs) will deliver intentional professional development to build staff capacity in effective language development and collaborative instructional practices.

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.

Based on a review of the most recent California School Dashboard data and state eligibility criteria, the Colton Joint Unified School District does not have any schools identified for Comprehensive Support and Improvement (CSI) for the 2026–2027 school year.

Consequently, the district is not required to complete a CSI plan or allocate CSI-specific funding for this period. The district remains focused on utilizing its Local Control and Accountability Plan (LCAP) and Equity Multiplier resources to maintain high academic standards and provide continuous improvement support across all school sites.

Support for Identified Schools

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

Based on a review of the most recent California School Dashboard data and state eligibility criteria, the Colton Joint Unified School District does not have any schools identified for Comprehensive Support and Improvement (CSI) for the 2026–2027 school year.

Monitoring and Evaluating Effectiveness

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

Based on a review of the most recent California School Dashboard data and state eligibility criteria, the Colton Joint Unified School District does not have any schools identified for Comprehensive Support and Improvement (CSI) for the 2026–2027 school year.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

Staff members	Throughout the 2025–2026 school year, Local Control and Accountability Plan (LCAP) committee meetings were held in in-person formats. The LCAP Steering Committee consists of a diverse group of educational partners, including certificated staff (elementary, secondary, and counselors) and their collective bargaining representatives, classified staff and their collective bargaining representatives, site principals (elementary and secondary), and district administrators. The Steering Committee convened on the following dates: September 18, 2025; October 9, 2025, October 23, 2025; November 6, 2025; November 20, 2025;January 15, 2026; January 22, 2026; February 5, 2026; April 9, 2026. Members of the Steering Committee were responsible for communicating with their respective educational ; partner groups and collecting feedback, which was submitted via email (lcap_info@cjusd.net) and a Google form. To further engage educational partners, site principals presented the 2026–2027 LCAP proposal to all School Site Councils in May. The Special Education Local Plan Area (SELPA) Administrator was invited to participate in the Steering Committee meetings through a phone call at the beginning of the school year, followed by calendar invitations. In addition, an LCAP discussion was held on April 2, 2026 and the final draft was submitted to the SELPA administrator for review on May 29, 2026. At various meetings, the Steering Committee received an overview of the LCAP process and reviewed the contributions and feedback from the previous year's educational partners. Both the Steering and Parent Committees evaluated the effectiveness of current actions, services, and metrics. All educational partner groups were encouraged to provide suggestions regarding the use of LCAP funds, services, and recommendations and engage in collaborative conversations. Based on the collected input, the LCAP Writing Committee developed the final list of actions and services to be funded through LCAP resources. To further broaden community input, the District conducted its annual LCAP survey from February 2, 2026, through February 27, 2026, in partnership with ThoughtExchange. The survey was distributed via email to staff and made available on the District's website and social media platforms. A total of 667 staff members completed the survey. This tool served as an important avenue to increase engagement and offer an inclusive platform for educational partners who may not be able to participate through other means.

Students	To promote student voice and foster meaningful dialogue, in-person Student Forums were held at each high school during the 2025 2026 school year. Forums took place at Bloomington High School (September 9, 2025), Colton High School (December 3, 2025), Grand Terrace High School (November 19, 2025), Slover Mountain High School (November 20, 2025). Middle school forums were also conducted during the first semester at Colton Middle School (October 7, 2025), Joe Baca Middle School (November 20, 2025), Terrace Hills Middle School (December 1, 2025), and Ruth O. Harris Middle School (January 26, 2026). Each site selected a representative group of students to participate, including low-income students, English learners, and foster youth. During the forums, students shared their perspectives on academic and social experiences at their respective schools. These sessions served as valuable opportunities for students to voice concerns, offer suggestions, and engage directly with school and district leadership. The Superintendent's responses to student and other learning partner questions are posted on the district LCAP website. Students received the final draft of the LCAP on May 19, 2026. Additionally, the District's annual LCAP survey was administered from February 2, 2026, through February 27, 2026, in partnership with ThoughtExchange. The survey was distributed via email to all students in grades 5 through 12 and was also accessible through the District's website and social media platforms. Students in grades 3 and 4 completed the survey with the support of their classroom teachers. A total of 2,793 student responses were received. The LCAP survey continues to serve as a key tool for gathering input from educational partners, particularly those who may be unable to engage through other formats. This process supports the District's commitment to inclusive participation and continuous improvement.

Equity Multiplier School	Between January 19 and April 6, 2026, each Equity Multiplier site—Cooley Ranch Elementary, Slover Mountain High School, Washington High School, and Wilson Elementary—engaged in collaborative planning with educational partners to support their identified student groups. Site leadership facilitated comprehensive data reviews, analyzing both California School Dashboard indicators and local metrics during meetings with School Site Councils (SSC), English Learner Advisory Committees (ELAC), leadership teams, and staff. While African American students were identified as a specific Equity Multiplier student group during the 2024–2025 school year, they no longer meet the state's qualification criteria for 2025–2026 or 2026-2027. To maintain inclusive engagement and transparency, relevant data and progress updates were presented to families through African American Parent Advisory Council (AAPAC) meetings. Throughout these sessions, educational partners analyzed performance trends, prioritized student needs, and collaboratively designed evidence-based actions. To ensure high-quality implementation, school sites partnered with the District's Educational Services Division to refine these strategies and ensure strict alignment with research-based practices for improving student outcomes.

Family members/community	Throughout the 2025–2026 school year, the District implemented a comprehensive, multi-modal engagement strategy to ensure that LCAP development was informed by a broad range of educational partners. To maximize participation and accessibility, Parent Advisory Committee meetings were held in a hybrid format across three key cycles: October 20–21, February 2–3, and May 18–19. These sessions were strategically scheduled with morning Spanish-language and evening English-language options to accommodate diverse family needs. To ensure inclusive representation—particularly for families of English Learners, Foster Youth, and low-income students—the District utilized a tiered outreach approach including ParentSquare notifications, social media, and personalized phone calls. Notably, the Foster Youth Liaison conducted direct outreach to foster families to encourage their voice in the planning process. This effort was supplemented by an annual LCAP survey conducted via ThoughtExchange from February 2 to February 27, 2026, which garnered 422 responses from partners unable to attend live sessions. The draft 2026–2027 LCAP was presented for review and feedback through a series of specialized leadership and advisory meetings, including: ● Community Cabinet: April 29, 2026 ● District Parent Advisory Committee (DPAC): May 4, 2026 ● District English Learner Advisory Committee (DELAC): May 6, 2026 ● Public Board of Education Hearing: June 4, 2026 During these sessions, partners from SSC, ELAC, DELAC, AAPAC, and DPAC engaged in structured activities to analyze performance data and refine proposed actions. Feedback was collected through oral testimony, digital chat, and written contributions. This collaborative input was instrumental in finalizing the list of funded services and evaluating the effectiveness of prior strategies. In a commitment to transparency, the Superintendent's formal responses to partner inquiries were compiled and published on the District's LCAP website, ensuring that educational partners remain informed of how their input shaped the final plan. The LCAP Mid-Year Supplement was reported to the Board of Education during the February 5, 2026 meeting. Additionally, the LCAP was formally presented during a public hearing on June 4, 2026, and was adopted by the Board of Education on June 18, 2026.

Insert or delete rows, as necessary.

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

The development of the 2026–2027 Local Control and Accountability Plan (LCAP) was significantly shaped by feedback from educational partners, including students, parents/guardians, staff, and community members. This inclusive process utilized LCAP Parent Advisory and Steering Committee meetings, student forums, the annual LCAP survey, staff and principal meetings, and meetings of committees such as AAPAC, DELAC, and DPAC. The resulting plan reflects a multifaceted strategy where certificated and classified staff, student and family voices directly influence district actions to ensure equitable access and student success.

Strengthening Academic and Language Foundations

Certificated staff emphasized the critical need for early literacy and math support, noting that foundational skills are essential for long-term success. Classified staff echoed this priority, advocating for a stronger focus on literacy as a primary driver of achievement across all subjects. Parents emphasized the need for enhanced Dual Immersion (DI) support, specifically requesting disaggregated performance data to address the needs of students from English-dominant homes. In direct response, Action 1.5 continues the expansion of DI programs and materials, while Action 1.1 ensures the Language Assessment Center tracks proficiency goals to guide appropriate placement. Both parent and student groups highlighted a need for intensive literacy support and engaging classroom resources. To address this, Actions 2.4 and 2.5 utilize specialized Teachers on Assignment (TOAs) and the DIBELS Amplify system for targeted reading interventions, supplemented by 50 instructional assistants under Action 2.18 to maintain appropriate student-to-staff ratios.

Building Pathways to the Future

A recurring theme from parents and students was a desire for practical life skills, such as financial literacy, taxes, and entrepreneurship. The district responded through Action 1.18, providing updated textbooks for Financial Literacy and Business electives. Students advocated for more diverse pathways and work-based learning. Certificated staff feedback also highlighted the importance of early intervention and cross-level collaboration to ensure students remain on track for these advanced opportunities. In alignment with this, the LCAP Steering Committee, site principals and AVID coordinators strongly advocated for the continued prioritization of AVID and diverse career pathways. They emphasized that securing substantial funding for these initiatives is critical for CJUSD to maintain its high level of distinction and ensure long-term program stability . Consequently, Actions 1.7 through 1.10 maintain 25 Career Technical Education (CTE) pathways and the ROP program to prepare students for high-wage careers. Furthermore, to ensure unduplicated students are college-ready, Action 1.11 provides AVID teachers, tutors, and field trips.

Prioritizing Wellness and Inclusive Culture

Certificated staff underscored the necessity of fostering a positive school climate where student belonging is prioritized through consistent behavior management. Classified staff emphasized that behavior accountability is essential to prevent classroom disruptions and ensure an environment conducive to learning. Students expressed a clear need for "Zen Zones" and quiet places to reset when overwhelmed. They also requested more compassionate teachers and respectful interactions with staff. Families voiced a need for more counselors to address social media anxiety and sensory corners at the elementary level. Response: Action 3.8 maintains comprehensive school counseling across all levels to implement Tier 2 and Tier 3 social-emotional supports. This is bolstered by Action 3.5, which employs clinical therapists and a mental health director. Additionally, at Equity Multiplier sites, Actions 5.3 and 6.1 fund Wellness Center Coordinators to provide trauma-informed care.

Cultivating Inclusive Engagement and Experience

Certificated staff highlighted the importance of maintaining transparency with parents to build trust and strengthen the school community. Similarly, classified staff called for increased parent involvement as a cornerstone of student success. Students and families requested expanded field trips that are open to all students, not just those in specific programs like AVID. In response, Action 1.16 expands student field trips at all sites to ensure unduplicated students gain valuable experiences outside the classroom. Action 1.13 provides VAPA teachers to support co-curricular access, fostering a more inclusive school environment.

Ensuring Equitable Access Through Technology and Communication

Students advocated for improved technological resources, including unblocked study websites and working devices. Action 2.14 maintains a 1:1 student-to-device ratio, while Action 2.15 provides technology support staff to ensure these tools are effectively integrated into instruction. Parents requested streamlined digital communication and more direct outreach. To ensure families are true partners, Action 4.4 maintains a Communication Specialist and Action 4.3 funds Community Liaisons to bridge the gap between home and school.

By focusing on qualified staffing—including the teachers, aides, and counselors requested by certificated staff—targeted academic interventions, and robust mental health systems, CJUSD is creating an equitable landscape. Certificated staff also stressed the need for improved facilities and maintenance to enhance the learning environment. Furthermore, classified staff feedback highlighted the importance of adequate compensation and support to attract and retain the quality employees necessary to sustain these programs . This LCAP framework ensures that every student has access to the real-world skills, technological tools, and emotional support necessary to achieve their full potential.

Equity Multiplier School Feedback

Equity Multiplier school sites engaged with their educational partners through comprehensive data reviews and planning sessions.

At **Slover Mountain High School**, partners identified positive trends in student outcomes following the implementation of the community liaison (Action 5.2), Wellness Center (Action 5.3), and assistant principal (Action 5.5). Because students and staff continue to express a strong need for hands-on learning, the site will maintain its focus on establishing the science lab (Action 5.4).

At **Washington**, educational partners supported the continuation of the Wellness Center (Action 6.1) and community liaison (Action 6.2). The site realized significant benefits from the learning specialist in monitoring individual students and providing critical Tier 3 support (Action 6.3). To build on this framework, the site recognizes the need for supplemental professional development to provide behavioral training for staff under Action 6.5.

At **Wilson Elementary School**, the addition of Teachers on Assignment (TOAs) to provide targeted interventions was highly successful, and staff noted that this personnel resource has been highly effective (Action 8.1). However, because the high volume of students requiring Tier 2 support exceeds current TOA capacity, staff requested professional development to strengthen their instructional toolkit and develop additional strategies for supporting students who are not yet demonstrating mastery of learning standards (Action 8.2). Additionally, because behavior and chronic absenteeism continue to be persistent challenges at Wilson, partners identified a need for expanded training on building positive relationships to address these areas (Actions 8.3 and 8.4).

At **Cooley Ranch Elementary**, overall behavior incidents have decreased; however, staff requested enhanced follow-up support, including restorative practices and the in-classroom modeling of strategies for Action 9.1. Regarding math supports (Action 9.2), teachers are actively sharing out their instructional strategies but require additional collaborative time with the facilitator to fully integrate *Building Thinking Classrooms* strategies into daily instruction. Furthermore, while staff members have requested more behavior technicians, data shows that behavior incidents decrease significantly when strong teacher-behavior technician partnerships are formed and teachers directly implement behavioral recommendations (Action 9.4). Finally, staff will continue with LETRS training to complete all remaining instructional modules (Action 9.3), requesting additional time and modeling to effectively incorporate these practices into their daily classroom routines.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

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

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

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

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

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

-English Learner Support

-Career Technical Education

-Special Education

-AVID

-GATE

-Access to Libraries

-Visual & Performing Arts

-Enrichment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	English Learner Reclassification Rates as measured by the district SIS. Local Metric State Priority: 4	All: (K-12): 13.5% (2022-23) LTEL: 15% (2022-23) DI EL's (K-8): 11.0% (2022-23) Non DI (K-8): 10.0% (2022-23)	All: (K-12): 14% (2023-24) LTEL: 13% (2023-24) DI EL's (K-8): 4.0% (2023-24) Non DI (K-8): 1% (2023-24)	All: (K-12): 14% (2024-25) LTEL: 15% (2024-25) DI EL's (K-8): 7% (2024-25) Non DI (K-8): 13% (2024-25)	All: 14.5% LTEL's: 15.5% DI EL's: 11.5% Non DI: 14%	All: (K-12): +0.5% (2024-25) LTEL: +/-0% (2024-25) DI EL's (K-8): -4% (2024-25) Non DI (K-8): +3% (2024-25)

M1.2	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 District Level	All: 46.8% LTEL: 41% (2023)	All: 48.2% LTEL: 46.8% (2024)	All: 44.2% LTEL: 44.2% (2025)	All: 48.2% LTEL: 46.8%	All: -2.6% LTEL: +3.2% (2025)
M1.3	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 School Level	Elementary **D'Arcy** 30% making progress **Sycamore Hills** 42.7% making progress Middle **Joe Baca MS** 40.9 % making progress **Terrace Hills** 39% making progress (2023)	Elementary **D'Arcy** 60.8% making progress **Sycamore Hills** 40.6% making progress Middle **Joe Baca MS** 52.1% making progress **Terrace Hills** 55.7% making progress (2024)	Elementary **D'Arcy** 54.8% making progress **Sycamore Hills** 39.8% making progress Middle **Joe Baca MS** 50.0% making progress **Terrace Hills** 46.7% making progress (2024)	Elementary **D'Arcy** 45% making progress **Sycamore Hills** 43.0% making progress Middle **Baca MS** 46.9% making progress **Terrace Hills** 45% making progress	Elementary **D'Arcy** +24.8% making progress **Sycamore Hills** -2.9% making progress Middle **Joe Baca MS** +9.1% making progress **Terrace Hills** +7.7% making progress (2025)
M1.4	Percentage of monitoring forms completed in Ellevation for struggling students. Local Metric State Priority: 4	Elementary: 99% Secondary: 99% (2025)	Elementary: 99% Secondary: 99% (2025)	Elementary: 99% Secondary: 99% (2026)	Elementary: >98% Secondary: >98%	Elementary: +-0% Secondary: +-0%

M1.5	Percentage of Special Education students in <40% general education from CDE Data Quest. State Priority 4, 7, 8	All: 18% (Fall 2023) MS: 12% (Fall 2023)	All 18.4% (Fall 2024) MS: 11.6%	All 19.8% (Fall 2025) MS: 11.1%	All: 17.5% MS: 10.5%	All: +1.8% MS: -0.9%
M1.6	Percent of Students in combined 4 and 5 year graduation rate who completed at least one CTE Pathway with a grade of C- or better in the capstone course as measured by CA Dashboard. State Priority: 4	All: 17.3% EL: 8.4% SED: 16.6% FY: 25.0% SWD: 8.1% AA: 13.3% (2023) LTEL: 11.4% (2024)	All: 20.1% EL: 9.3% SED: 19.6% FY: 7.1% SWD: 14.2% AA: 9.9% LTEL: 11.4% (2024)	All: 27.1% EL: 17.0% SED: 26.8% FY: 17.0% SWD: 16.0% AA: 26.3% LTEL: 19.6% (2025)	All: 25.0% EL: 17% SED: 24.5% FY: 25.5% SWD: 14.4% AA: 23.0% LTEL: 13.0%	All: +9.8% EL: +8.6% SED: +10.2% FY: -8.0% SWD: +7.9% AA: +13.0% LTEL: +8.2% (2025)
M1.7	Percentage of students who have completed both A-G requirements and CTE Programs as measured by the CA Dashboard. State Priority: 4	All: 7.1% EL: 1.7% SED: 6.2% FY: 16.7% SWD: 1.6% AA: 5.0% (2023) LTEL: 3.0% (2024)	All: 6.6% EL: 2.2% SED: 6.0% FY: 0.0% SWD: 0.9% AA: 1.4% LTEL: 3.0% (2024)	All: 9.6% EL: 3.8% SED: 9.1% FY: 7.7% SWD: 1.7% AA: 14.0% LTEL: 4.2% (2025)	All: 11.0% EL: 6.0% SED: 10.4% FY: 10.6% SWD: 6.0% AA: 13.0% LTEL: 5.0%	All: +2.5% EL: +2.1% SED: +2.9% FY: -9.0% SWD: +0.1% AA: +9.0% LTEL: +1.2% (2025)

M1.8	Percentage of CTE students who feel their work-based learning experiences contributed to increased motivation and engagement in their career pathway on the CTE Student Survey. Local Metric State Priority: 4, 5, 7	All: 79% (2025 LCAP Survey)	All: 79% (2025 LCAP Survey)	All: 80% (2026 LCAP Survey)	All: >82%	All: +1.0%
M1.9	Percentage of teachers who indicate CTE/LL professional development sessions supported their instructional practices for English Learners, LTELs, low-income, and foster youth students based on CTE PL Survey feedback. Local Metric State Priority: 2, 4, 8	All: 67% (2025 CTE PD Survey)	All: 67% (2025 CTE PD Survey)	All: 70% (2026 CTE PD Survey)	All: 70%	All: +3.0%

M1.10	Percentage of CTE students who feel materials, equipment, and supplies provided in their CTE classes provide critical skills needed in their career pathway on the CTE Student Survey. Local Metric State Priority: 4, 5, 8, 9	All: 82% (2025 LCAP Survey)	All: 82% (2025 LCAP Survey)	All: 80% (2025 LCAP Survey)	All: >82.5%	All: -2.0%
M1.11	Percentage of students who have successfully completed A-G requirements as reported by the CA Dashboard. State Priority: 4	All: 25.9% EL: 9.2% SED: 24.5% FY: 33.3% HY: 19.9% SWD: 4.3% AA: 23.3% AVID: 73.17% (2023) LTEL: 12.6% (2024)	All: 27.8% EL: 11.0% SED: 26.0% FY: 7.1% HY: 19.7% SWD: 4.1% AA: 16.9% AVID: 82% LTEL: 12.6% (2024)	All: 32.0% EL: 11.3% SED: 30.4% FY: 7.7% HY: 16.6% SWD: 7.6% AA: 31.6% AVID: 80% LTEL: 11.7% (2025)	All: 35.5% EL: 19.0% SED: 34.5% FY: 16.7% HY: 30.0% SWD: 11.3% AA: 33.5% AVID: 83.0% LTEL: 13.6%	All: +6.1% EL: +2.1% SED: +5.9% FY: -25.6% HY: -3.3% SWD: +3.3% AA: +8.3% AVID: +6.83% LTEL: -0.9% (2025)

M1.12	Percentage of students passing AP exams with a 3 or higher as measured by College Board. State Priority: 4	All: 35% BHS: 48% CHS: 32% GTHS: 30% AVID: 43.9% EL: 53% SED: 39% SWD: 40% AA: 32% (2023)	All: 36% BHS: 51.6% CHS: 26.9% GTHS: 40.0% AVID: 37.0% EL: 58.3% SED: 38.4% SWD: 17.7% AA: 36.1% (2024)	All: 43% BHS: 56% CHS: 31% GTHS: 41% AVID: 38.0% EL: 73% SED: 22% SWD: 22% AA: 10% (2025)	CJUSD: 38% BHS: 51% CHS: 34% GTHS: 41% AVID: 43.9% EL: 53% SED: 43% SWD: 44% AA: 36%	All: +8.0% BHS: +8.0% CHS: -1.0% GTHS: +11.0% AVID: -5.9% EL: +20% SED: -17% SWD: -18% AA: -22% (2025)
M1.13	Percentage of students prepared on the College & Career Indicator on the CA School Dashboard. District Level State Priority: 8	All: 26.9% EL: 9.9% SED: 25.8% HY: 19.7% SWD: 3.9% AA: 10.5% (2023) LTEL: 11.8% (2024)	All: 31.1% EL: 11.5% SED: 29.8% HY: 21.2% SWD: 4.7% AA: 16.9% LTEL: 11.8% (2024)	All: 42.0% EL: 18.4% SED: 40.9% HY: 26.8% SWD: 8.5% AA: 27.3% LTEL: 18.5% (2025)	All: 35.9% EL: 22% SED: 34.8% HY: 27.7% SWD: 20% AA: 25% LTEL: 13.8%	All: +15.1% EL: +8.5% SED: +15.1% HY: +7.1% SWD: +4.6% AA: +16.8% LTEL: +6.7% (2025)

M1.14	Percentage of students prepared on the College & Career Indicator on the CA School Dashboard. School Level State Priority: 8	**Bloomington** EL 8.9% SWD 6.8% **Colton HS** SWD 2.2% **Grand Terrace** SWD 7% **Slover Mountain** All .6% EL 0% LI .6% HI .7% (2023)	**Bloomington** EL 9.2 SWD 3.6% **Colton HS** SWD 8.1% **Grand Terrace** SWD 4.4% **Slover Mountain** All 1.6% EL 0% LI 1.6% HI 1.7% (2024)	**Bloomington** EL 19.2% SWD 12.7% **Colton HS** SWD 7.3% **Grand Terrace** SWD 13.1% **Slover Mountain** All 0.6% EL 0% LI 0.6% HI 0% (2025)	**Bloomington** EL 14% SWD 12% **Colton HS** SWD 9.2% **Grand Terrace** SWD 14.0% **Slover Mountain** All 1.5% EL .9% LI 1.5% HI 1.6%	**Bloomington** EL +10.3 SWD +5.9% **Colton HS** SWD +5.1% **Grand Terrace** SWD+6.1% **Slover Mountain** All +0.0% EL 0% LI +0% HI -0.7% (2025)
M1.15	Maintain determination of standard met on the CA Dashboard Local Indicator 7: Access to a Broad Course of Study State Priority: 7	Standard Met (2023)	Standard Met (2024)	Standard Met (2025)	Standard Met	Maintain Standard Met

M1.16	Percent of survey respondents who feel students have access to a comprehensive course of study including programs and services developed and provided to unduplicated students and students with exceptional needs on the LCAP Student Survey and Local Indicator 7 Survey. Local Metric State Priority: 7	LCAP Student Survey All : 82% (2024) LCAP Student Survey BHS: 82% CHS: 80% GTHS: 85% CMS: 77% JBMS: 80% RHMS: 83% THMS: 82% SMHS: 87% WHS: 81%	LCAP Student Survey All : 82% (2024) LCAP Student Survey BHS: 82% CHS: 80% GTHS: 85% CMS: 77% JBMS: 80% RHMS: 83% THMS: 82% SMHS: 87% WHS: 81%	LCAP Student Survey All: 83% (2025) LCAP Student Survey BHS: 85% CHS: 80% GTHS: 95% CMS: 82% JBMS: 76% RHMS: 89% THMS: 82% SMHS: 82% WHS: 81%	LCAP Student Survey All : 84% LCAP Student Survey BHS: 85% CHS: 81% GTHS: 85% CMS: 81% JBMS: 80% RHMS: 85% THMS: 83% SMHS: 87% WHS: 82%	LCAP Student Survey All: +1% (2025) LCAP Student Survey BHS: +3% CHS: +0% GTHS: +10% CMS: +5% JBMS: -4% RHMS: +6% THMS: +0% SMHS: -5% WHS: +0%
M1.17	Survey percentage of students who believe participation in intramural athletics helped them to be more successful in school based on the LCAP Student Survey Local Metric State Priority: 4,7, 8	All: 54% (2025 LCAP Survey)	All: 54% (2025 LCAP Survey)	All: 57% (2026 LCAP Survey)	All: 60%	All: +3%

M1.18	Pacing guide completion within current adoptions supporting student access to standards aligned instructional materials including ELD standards in courses based on CJUSD course handbooks/outlines data. Local Metric State Priority: 1, 2, 7, 8	MS: 82% (2024) HS: 94% (2024)	MS: 81% (2025) HS: 92% (2025)	MS: 87% (2026) HS: 96% (2026)	MS: 85% HS: >95%	MS: +5% HS: +2%
M1.19	Maintain determination of standard met on the CA Dashboard Local Indicator 2: Implementation of Academic Standards State Priority: 2	Standard Met (2023)	Standard Met (2024)	Standard Met (2025)	Standard Met	Maintain Standard Met

M1.20	Zero Instructional Materials findings on San Bernardino County Superintendent of Schools Annual Williams Inspection report supporting student access to standards aligned instructional materials and courses. State Priority: 1	Zero Findings (2023-24)	Zero Findings (2024-25)	Zero Findings (2025-26)	Zero Findings	Maintain Zero Findings
M1.21	Zero School facilities findings on the San Bernardino County Superintendent of Schools Annual Williams Inspection report. State Priority: 1	Zero Findings (2023-24)	Six Findings (2024-25)	Six Findings (2025-26)	Zero Findings	+Six Findings

Insert or delete rows, as necessary.

Goal Analysis for 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.

Goal 1: Equitable Access for ALL —

The overall implementation of Goal 1: Equitable Access for ALL was carried out successfully in 2025-26. Actions 1.1-1.3, 1.5, 1.7-1.8, 1.10-1.13, 1.15 and 1.17 to 1.18 were fully implemented as planned with no substantive differences as described below. Actions 1.4, 1.6,1.9, 1.14, and 1.16 were implemented with substantive differences which are also explained below.

English Learner Supports (Actions 1.1–1.4, 1.6): Actions 1.1-1.3 were fully implemented with no substantive differences. Actions 1.4 and 1.6 were implemented with some differences in planned actions and actual implementation. The district successfully satisfied Department of Justice requirements and was removed from oversight. The Language Assessment Center conducted initial and annual testing for English Learners and Long-Term English Learners, ensuring appropriate placement. Language Support Services staff focused on designated EL trainings, staff development, lesson plan and walkthrough support for school sites. Teacher training for instructional quality and program sustainability continued.The Multilingual Summer Institute continued its focus on inclusionary practices, and the district maintained its emphasis on differentiation supports and improved instructional strategies for EL students. EL Counselors, EL High School TOA's and EL Site Leads focused on student intervention and supporting teachers and students in the classroom with designated and integrated instruction. Emphasis was placed on teachers having the materials, technology and supplies to teach effectively. Challenges included staffing, attrition, hiring and retaining bilingual instructional assistants. Action 1.4 was fully implemented at a greater level than what was planned as we were able to add more technology by adding Mango Languages, additional costs for Language Line, and the Ellevation assessment platform to support teachers and staff. Action 1.6 showed a difference in the number of instructional assistants in place during the year where we were not able to be fully staffed throughout the year. This created a substantial difference in implementation..

Dual Immersion (Action 1.5): This action was fully implemented with no substantive differences. The district successfully expanded the Dual Immersion program, with Grand Terrace and Alice Birney Elementary moving to 4th grade, continued TK inclusion in DI, the addition of 1st grade at Zimmerman Elementary and the continued support for full DI implementation at both Ruth Grimes Elementary and Joe Baca Middle School. Stipends and instructional materials continued to support program expansion, and teacher training remained a focus to support instructional quality and program sustainability. The primary challenge was hiring appropriately credentialed staff. Even with this challenge we were able to fully implement the action with no substantive differences.

Career Technical Education/Linked Learning (Actions 1.7–1.10): Actions 1.7-1.8 and 1.10 were fully implemented. Action 1.9 was not fully implemented and there was a substantive difference in implementation. The district provided instructional materials, equipment, and supplies for all pathways. Notable successes included the opening of the Culinary Building at Colton High School, our continued partnership with CRY-ROP to offer a variety of pathway classes, the continuation of the district-wide student internship program, Grand Terrace High School receiving Project Lead the Way Distinguished School recognition, and the launch of a pre-apprenticeship program with IBEW. Pathway leadership training was successfully held for all pathway leads. Challenges included cleaning up data, and adapting to state changes in CTE. In addition, there was a material difference in providing specific CTE training to all CTE teachers. However all teachers received district-wide training on inclusive practices. This year specific CTE training was only provided to our CTE pathway leads. We did not provide specific CTE training to all CTE teachers due to the time they would have been out of the classroom after providing the inclusive practices training thus providing a material difference in implementation.

AVID (Action 1.11): This action was fully implemented with no substantive differences. The district provided AVID teachers, tutors, field trips, and instructional materials. Successes included Bloomington High School, Colton High School, and Ruth O. Harris Middle School earning AVID Demonstration School status. Students were provided opportunities for juniors to participate in a spring field trip to UC campuses, and the district continues to build and support AVID demonstration schools (BHS, CHS, RHMS), highlighting the effectiveness of the program. This program continues to be one of the district's highlights and provides meaningful academic and college-preparatory support to students.

AP Testing Support (Action 1.12): This action was fully implemented with no substantive differences. The district successfully provided subs for teacher classrooms so that teachers could proctor AP exams which supported a positive testing environment for students. No challenges were reported.

Visual and Performing Arts (Actions 1.13–1.14): Action 1.13 was fully implemented with no substantive differences. Action 1.14 was fully implemented and expanded upon to provide a substantive difference than what was planned. The district provided VAPA teachers, support stipends, equipment, and instructional materials to enhance access to programs at both the elementary and secondary levels. The District ARTS Plan continued to be implemented, and enrichment, band, music, and art education were expanded. We were able to expand the funding provided to include additional purchases of band instruments, band uniforms, and Audio/Visual upgrades to sites. Challenges included replacing the Arts Manager after the school year began. Our District

Directors stepped in to support the arts manager during the re-hire process. Despite these challenges the actions were fully implemented and expanded upon.

Co-Curricular and Extracurricular Activities (Actions 1.15 & 1.16): Action 1.15 was fully implemented with no substantive differences. Action 1.16 was fully implemented and expanded upon to create a substantive difference in implementation. Bloomington and Colton High Schools used NJROTC funds for field trips and competitions. All school sites were able to not only provide the planned work-based learning or enrichment field trips for students to give them real world experiences to support their learning but also expand on those opportunities as more funding became available. There were no specific challenges.

Middle School and Alternative Ed Intramural Athletics (Action 1.17) was fully implemented with no substantive differences. Other district funding was provided and all intramural athletics were implemented successfully. The program continues to grow and students report this helps them attend school and do better in classes.

Secondary Elective Textbooks (Action 1.18): This action was fully implemented at a reduced level and all identified textbook needs were still fully met. The district provided updated textbooks in Ethnic Studies, Spanish, Financial Literacy, Business, Psychology, and Zoology. No challenges were reported.

In summary, all 18 actions within Goal 1 (Actions 1.1–1.18) were implemented with few substantive differences. The district experienced meaningful successes across English Learner supports, CTE pathways, AVID, VAPA, and co-curricular programs.

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

In goal 1 Equitable Access For All there were some material differences between budgeted expenditures and estimated actual expenditures.

These actions and services included:

Goal 1 Action 4: English Learner Supports spending came in over budget because we were able to use other funding sources to cover some needed instructional materials and technology equipment. These included Mango Languages, additional costs for Language Line, and Ellevation assessment platform.

Goal 1 Action 6: Multilingual Instructional Support came in under budget due to vacancies in positions throughout the year and the time from the hiring process.

Goal 1 Action 9: CTE Professional development was under-budget due to only providing pd to CTE pathway leads. Teachers were attending district required professional development which was funded differently.

Goal 1 Action 14: VAPA Site Support funding was over budget due to getting approval to use Prop 28 funding waiver to update sites with items such as student band equipment, uniforms, and Audio/Visual upgrades.

Goal 1 Action 16: Student field trips were over budget due to other field trip opportunities that were made available throughout the year to support student enrichment where one time funds in addition to LCAP were used for support.

Goal 1 Action 18: Secondary Elective Textbooks was under-budget due to a low number of elective course approvals that were needed and did not require textbook adoption purchases.

Goal 1 Actions 1-3, 5, 7-8, 10-13, and 15, and 17 did not have material differences in budgeted expenditures and estimated actual expenditures.

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

Action 1.1 – English Learner Support: Language Assessment Center

Aligned Metrics: M1.1, M1.2, M1.3

Action 1.1 provides Language Assessment Specialists and Data Specialists to conduct initial and annual ELPAC testing and ensure appropriate placement for English Learners (ELs) and Long-Term English Learners (LTELs).

This action demonstrates mixed effectiveness to date.

-M1.1 (Reclassification Rates): The All EL student group (K-12) shows a modest gain of +0.5% from baseline. Dual Immersion ELs gained +3.0% and Non-DI ELs gained +3.0%, both showing positive movement. However, LTELs experienced no change (+-0%) from baseline, indicating that reclassification efforts for Long-Term English Learners have maintained but not yet improved. DI ELs (K-8) declined -4.0% from baseline, which is an area of concern.

-M1.2 (ELPI – District Level): The All EL student group declined -2.6% from baseline in the percentage making progress toward English proficiency, suggesting a decrease in the rate at which ELs are progressing. Conversely, LTELs improved by +3.2%, which is a positive indicator for that subgroup at the district level.

-M1.3 (ELPI – School Level): Results are mixed across school sites. D'Arcy Elementary showed strong improvement at +24.8% making progress, Joe Baca Middle School improved by +9.1%, and Terrace Hills Middle School improved by +7.7%. However, Sycamore Hills Elementary declined by -2.9%, indicating that EL progress at that site has struggled to improve from baseline.

Overall, while the assessment center is supporting gains in reclassification for some EL subgroups and notable progress at specific school sites, the decline in DI EL reclassification rates (M1.1) and the overall district ELPI decline (M1.2) suggest that additional attention is needed to ensure this action is fully effective for all EL and LTEL students.

Action 1.2 – English Learner Support: Language Support Services

Aligned Metrics: M1.1, M1.2, M1.3

Action 1.2 provides program oversight, staff development, and clerical support through a Director, clerical staff, and Curriculum Program Specialists to improve outcomes for the district-wide English Learner program.

This action demonstrates mixed effectiveness to date.

-M1.1 (Reclassification Rates): The All EL group (K-12) gained +0.5% from baseline. Non-DI ELs (K-8) gained +3.0%, showing positive movement. LTELs showed no change (+-0%) from baseline, and DI ELs (K-8) declined -4.0% from baseline, indicating that program oversight has not yet translated into improved reclassification for all subgroups.

-M1.2 (ELPI – District Level): The All EL group declined -2.6% from baseline, while LTELs improved +3.2%. The overall decline for All ELs suggests a need to review program oversight and professional development strategies to better support EL progress toward proficiency.

-M1.3 (ELPI – School Level): D'Arcy Elementary improved significantly at +24.8%, Joe Baca MS improved +9.1%, and Terrace Hills MS improved +7.7%. Sycamore Hills Elementary declined -2.9% from baseline.

The program oversight and staff development provided through this action appear to be contributing to gains at specific school sites and for some subgroups, but the overall district-level decline in ELPI and the decline in DI EL reclassification rates indicate that the action has not yet been fully effective in making progress toward the goal for all EL students. Continued refinement of professional development and targeted strategies are needed to strengthen this action's impact.

Action 1.3 – English Learner Support: English Learner Site Support

Aligned Metrics: M1.1, M1.4

Action 1.3 provides EL Counselors (3), High School TOAs (3), and EL Site Leads (one per site, 27 sites) who provide intense monitoring and support for English Learner students, including R-FEP and LTELs, to keep students on track to be reclassified.

This action demonstrates mixed effectiveness to date.

-M1.1 (Reclassification Rates): The All EL student group (K-12) shows a modest gain of +0.5% from baseline. Non-DI ELs (K-8) gained +3.0%, showing positive movement. However, DI ELs (K-8) declined -4.0% from baseline, and LTELs showed no change (+-0%) from baseline, which is concerning given that this action specifically targets monitoring and support for reclassification.

-M1.4 (Monitoring Forms Completed in Ellevation): Both Elementary and Secondary maintained at +-0% from baseline, with completion rates holding steady at 99% for both levels. This indicates strong fidelity in completing the monitoring process for struggling students.

Overall, the EL Counselors, High School TOAs, and EL Site Leads are maintaining strong monitoring fidelity (M1.4), but the modest reclassification gains and the decline for DI ELs on M1.1 suggest that the monitoring and intervention system may need strategic review to ensure it is translating into improved reclassification outcomes for all EL subgroups, particularly DI ELs and LTELs.

Action 1.4 - English Learner Support: Instruction and Technology

Aligned Metrics: M1.1, M1.2, M1.3, M1.4

Action 1.4 provides English Learner instructional materials, online programs, assessment systems, and needed transcript reading services to support EL and LTEL student learning and assessment, as well as to target interventions and support for English Learners and LTELs where it is needed.

This action demonstrates mixed effectiveness to date based on available data.

-M1.1 (Reclassification Rates): The All EL student group (K-12) shows a modest gain of +0.5% from baseline. Non-DI ELs (K-8) gained +3.0%, showing positive movement for that subgroup. LTELs showed no change at +-0% from baseline, indicating that reclassification efforts for Long-Term English Learners have maintained but not yet improved. Dual Immersion ELs (K-8) declined -4.0% from baseline, which suggests that the instructional materials and technology supports have not yet translated into improved reclassification outcomes for DI English Learners.

-M1.2 (ELPI – District Level): The All EL student group declined -2.6% from baseline in the percentage making progress toward English proficiency, suggesting that the rate at which ELs are progressing has decreased despite the availability of instructional materials and technology supports. Conversely, LTELs improved by +3.2%, which is a positive indicator for that subgroup at the district level and may suggest that the targeted intervention tools are having some impact on LTEL language development.

-M1.3 (ELPI – School Level): Results are mixed across school sites. D'Arcy Elementary showed strong improvement at +24.8% making progress, Joe Baca Middle School improved by +9.1%, and Terrace Hills Middle School improved by +7.7%. However, Sycamore Hills Elementary declined by -2.9%, indicating that EL progress at that site has struggled to improve from baseline. The variation across sites suggests that the effectiveness of the instructional materials and online programs may depend on how they are utilized and supported at individual school sites.

-M1.4 (Monitoring Forms Completed in Ellevation): Both Elementary and Secondary maintained at +-0% from baseline, with completion rates holding steady at 99% for both levels. This indicates strong fidelity in completing the monitoring process for struggling students, suggesting that the assessment systems funded through this action are being used consistently to track and identify EL and LTEL students who need intervention.

Overall, for EL students, the instructional materials, online programs, and assessment systems provided through this action are supporting consistent monitoring (M1.4) and notable progress at specific school sites (M1.3), with particularly strong gains at D'Arcy Elementary (+24.8%). The +3.2% improvement for LTELs on M1.2 is encouraging and suggests that targeted intervention tools may be contributing to LTEL language development. However, the decline in overall ELPI at the district level (-2.6% on M1.2), the flat LTEL reclassification rate (+-0% on M1.1), and the decline for DI ELs (-4.0% on M1.1) suggest that the current instructional technology and materials have not yet produced broad-based improvement in English Learner progress toward proficiency. The site-level variation on M1.3 also indicates that the impact of these resources may differ depending on implementation at individual school sites. Continued refinement of how these tools are deployed, particularly for DI English Learners, is needed to strengthen this action's impact for all EL students.

Action 1.5 – English Learner Support: Dual Immersion

Aligned Metrics: M1.1

Action 1.5 provides Dual Immersion Teachers (33), teacher stipends, and DI instructional materials principally directed to English Learner dual immersion students to support the increased need for sites to open and continue dual immersion programs across the district to promote outcomes in reading and multilingual acquisition skills.

This action demonstrates mixed effectiveness to date.

-M1.1 (Reclassification Rates): The All EL group (K-12) gained +0.5% from baseline. Non-DI ELs (K-8) gained +3.0%. However, DI ELs (K-8) declined -4.0% from baseline, which is directly concerning for this action since it is principally directed toward Dual Immersion English Learners. LTELs showed no change (+-0%) from baseline.

The Dual Immersion program expansion to four school sites is a significant investment, and the -4.0% decline for DI ELs on M1.1 indicates that the program has not yet translated into improved reclassification outcomes for the EL students it is principally directed toward. While the program is still expanding and building capacity, the current data suggests that additional attention to instructional quality, teacher

training, and program fidelity within the DI program may be needed to ensure that DI English Learners are making progress toward reclassification at rates comparable to or exceeding their Non-DI peers.

Action 1.6 – English Learner Support: Multilingual Instructional Support

Aligned Metrics: M1.1, M1.2, M1.3

Action 1.6 provides Multilingual Instructional Assistants for 6-hours a day for English Learner (EL) and Long-Term English Learner (LTEL) students in grades TK-12 to support core academic content and language knowledge acquisition.

This action demonstrates mixed effectiveness to date.

-M1.1 (Reclassification Rates): The All EL student group (K-12) shows a modest gain of +0.5% from baseline. Non-DI ELs gained +3.0%, showing positive movement. However, DI ELs declined -4.0% from baseline, and LTELs showed no change (+-0%) from baseline, indicating that the multilingual instructional support has not yet been sufficient to improve reclassification outcomes for these subgroups.

-M1.2 (ELPI – District Level): The All EL student group declined -2.6% from baseline in the percentage making progress toward English proficiency. Conversely, LTELs improved by +3.2%, which is a positive indicator for that subgroup at the district level.

-M1.3 (ELPI – School Level): D'Arcy Elementary showed strong improvement at +24.8% making progress, Joe Baca Middle School improved by +9.1%, and Terrace Hills Middle School improved by +7.7%. However, Sycamore Hills Elementary declined by -2.9%.

Overall, while the multilingual instructional assistants are supporting gains for some EL subgroups and notable progress at specific school sites, the decline in DI EL reclassification rates (M1.1) and the overall district ELPI decline (M1.2) suggest that additional attention is needed. The site-level variation on M1.3 also suggests that the impact of multilingual instructional assistants may differ depending on how they are deployed and supported at individual school sites.

Action 1.7 – CTE/LL: Site Pathway Support

Aligned Metrics: M1.6, M1.7

Action 1.7 provides instructional materials, equipment, and supplies for each Linked Learning pathway to support CTE pathway completion and students meeting both CTE and A-G requirements.

This action demonstrates strong effectiveness to date.

-M1.6 (CTE Pathway Completion with C- or better): The All student group gained +9.8% from baseline. English Learners (EL) gained +8.6%, Socioeconomically Disadvantaged (SED) students gained +10.2%, Students with Disabilities (SWD) gained +7.9%, African American (AA) students gained +13.0%, and LTELs gained +8.2%. Foster Youth (FY) declined -8.0% from baseline, which is an area of concern.

-M1.7 (A-G and CTE Completion): The All student group gained +2.5% from baseline. ELs gained +2.1%, SED gained +2.9%, SWD gained +0.1%, AA gained +9.0%, and LTELs gained +1.2%. FY declined -9.0% from baseline, and Homeless Youth (HY) was not reported separately but is a concern given the FY decline.

This action is demonstrating strong positive movement for most student groups in CTE pathway completion and dual A-G/CTE completion. The gains for EL (+8.6% on M1.6, +2.1% on M1.7), SED (+10.2% on M1.6, +2.9% on M1.7), and AA (+13.0% on M1.6, +9.0% on M1.7) students are particularly noteworthy. However, the decline for Foster Youth on both metrics (-8.0% on M1.6 and -9.0% on M1.7) indicates that targeted strategies are needed to ensure FY students are accessing and completing CTE pathways. Overall, this action is effective in making progress toward the goal for most unduplicated student groups.

Action 1.8 – CTE/LL: Work-Based Learning

Aligned Metrics: M1.6, M1.8

Action 1.8 provides marketing, work-based learning opportunities, a work-based learning tech, CTE teachers, and a Curriculum Program Specialist to support CTE pathway completion for EL, LI, and FY students.

This action demonstrates moderate effectiveness to date.

-M1.6 (CTE Pathway Completion): As noted above, the All student group gained +9.8%, ELs gained +8.6%, SED gained +10.2%, SWD gained +7.9%, AA gained +13.0%, and LTELs gained +8.2% from baseline. FY declined -8.0%.

-M1.8 (CTE Student Survey – Work-Based Learning Motivation): The All student group gained +1.0% from baseline (from 79% to 80%), indicating a slight increase in the percentage of CTE students who feel their work-based learning experiences contributed to increased motivation and engagement.

The work-based learning component is showing positive results in CTE pathway completion rates across most student groups, and student survey data shows a modest increase in motivation. For EL, LI, and FY students, the strong gains in M1.6 suggest that expanded work-based learning opportunities are contributing to pathway completion. However, the +1.0% gain on the student survey (M1.8) is modest, and the decline for FY students on M1.6 suggests that work-based learning outreach and support for foster youth may need to be strengthened. This action is moderately effective in making progress toward the goal.

Action 1.9 – CTE/LL: Professional Development

Aligned Metrics: M1.6 and M1.9

Action 1.9 provides opportunities for CTE/LL teachers to collaborate with teachers and attend professional development conferences to support teacher knowledge and skills to increase outcomes in CTE pathway completion for English Learners (EL), Low Income (LI)/Socioeconomically Disadvantaged (SED), and Foster Youth (FY) students. Because this action is marked as contributing (Yes), the analysis includes EL, FY, and SED student groups.

This action demonstrates moderate effectiveness to date.

-M1.6 (CTE Pathway Completion with C- or better): The All student group gained +9.8% from baseline. English Learners (EL) gained +8.6%, Socioeconomically Disadvantaged (SED) students gained +10.2%, Students with Disabilities (SWD) gained +7.9%, African American (AA) students gained +13.0%, and LTELs gained +8.2% from baseline. However, Foster Youth (FY) declined -8.0% from baseline, which is an area of concern requiring targeted attention to ensure FY students are benefiting from the professional development strategies being implemented in CTE pathways.

-M1.9 (CTE Professional Development Survey – Teacher Support for Instructional Practices): The All respondent group gained +3.0% from baseline (from 67% to 70%), indicating a positive increase in the percentage of teachers who feel CTE/LL professional development sessions supported their instructional practices for English Learners, LTELs, Low Income, and Foster Youth students. This modest gain suggests that the professional development is being perceived as beneficial by teachers, though there remains room for continued growth.

The professional development provided through this action appears to be contributing to the strong CTE pathway completion gains seen on M1.6 for most student groups, particularly for EL students (+8.6%), SED students (+10.2%), and AA students (+13.0%). The +3.0% gain on the teacher survey (M1.9) indicates that teachers are finding value in the professional development, which is a positive leading indicator for continued instructional improvement. However, the -8.0% decline for Foster Youth on M1.6 suggests that the professional development may need to include more targeted strategies for supporting FY students in completing CTE pathways. Overall, this action is moderately effective in making progress toward the goal for EL and SED students, with an identified need to strengthen support for Foster Youth.

Action 1.10 – CTE/LL: ROP Program

Aligned Metrics: M1.6, M1.10, M1.13

Action 1.10 provides ROP/CTE programs, classes, and pathways for EL, FY, and LI students to create work-based learning experiences and prepare students to be college and career ready. Because this action is marked as contributing (Yes), the analysis includes All Students, EL, FY, and SED student groups.

This action demonstrates strong effectiveness to date with some areas for attention.

-M1.6 (CTE Pathway Completion): The All student group gained +9.8% from baseline. ELs gained +8.6%, SED gained +10.2%, SWD gained +7.9%, AA gained +13.0%, and LTELs gained +8.2%. FY declined -8.0%.

-M1.10 (CTE Student Survey – Materials/Equipment/Supplies): The All student group declined -2.0% from baseline (from 82% to 80%), indicating a slight decrease in the percentage of students who feel materials, equipment, and supplies in CTE classes provide critical skills needed in their career pathway.

-M1.13 (College & Career Indicator – District Level): The All student group gained +15.1% from baseline. ELs gained +8.5%, SED gained +15.1%, HY gained +7.1%, SWD gained +4.6%, AA gained +16.8%, and LTELs gained +6.7%.

This action is demonstrating strong effectiveness in increasing the percentage of students who are college and career prepared (M1.13) and in CTE pathway completion (M1.6) across nearly all student groups. The gains on the CCI for EL (+8.5%), SED (+15.1%), and AA (+16.8%) students are substantial. However, the -2.0% decline on the student survey regarding materials and supplies (M1.10) suggests that students may perceive a need for updated or additional resources. Additionally, the -8.0% decline for FY on M1.6 remains a concern.

Action 1.11 – AVID: Site Teacher & Student Support

Aligned Metrics: M1.11, M1.13, M1.14

Action 1.11 provides AVID teachers, tutors, field trips, and instructional materials for LI and EL AVID students to support academic success and college/career preparation. Because this action is marked as contributing (Yes), the analysis includes All Students, EL, FY, and SED student groups.

This action demonstrates mixed effectiveness to date.

-M1.11 (A-G Completion Rates): The All student group gained +6.1% from baseline. ELs gained +2.1%, SED gained +5.9%, SWD gained +3.3%, AA gained +8.3%, and AVID students gained +6.83% from baseline. However, FY declined -25.6%, HY declined -3.3%, and LTELs declined -0.9% from baseline.

-M1.13 (College & Career Indicator – District Level): The All student group gained +15.1% from baseline. ELs gained +8.5%, SED gained +15.1%, HY gained +7.1%, SWD gained +4.6%, AA gained +16.8%, and LTELs gained +6.7%.

-M1.14 (College & Career Indicator – School Level): Bloomington HS ELs gained +10.3% and SWD gained +5.9%. Colton HS SWD gained +5.1%. Grand Terrace HS SWD gained +6.1%. Slover Mountain showed the following: All +0.0%, EL 0%, LI +0.0%, and HI -0.7%.

This action is demonstrating positive effectiveness in increasing A-G completion rates and CCI outcomes for most student groups at the district level. The gains for EL (+2.1% on M1.11, +8.5% on M1.13), SED (+5.9% on M1.11, +15.1% on M1.13), and AA (+8.3% on M1.11, +16.8% on M1.13) students are encouraging. However, the significant decline for FY students on A-G completion (-25.6% on M1.11) is a critical area of concern. At the school level (M1.14), Slover Mountain shows minimal change, indicating that AVID supports at the alternative education site have not yet produced measurable gains. For LI and EL students, AVID continues to be a highly effective program, but targeted strategies are needed to address the sharp decline in FY A-G completion rates.

Action 1.12 – AP Testing Support

Aligned Metrics: M1.12

Action 1.12 provides substitute teachers for AP teachers to proctor AP exams, creating a positive testing environment for LI and EL students. Because this action is marked as contributing (Yes), the analysis includes All Students, EL, FY, and SED student groups.

This action demonstrates strong effectiveness to date with notable variation across student groups.

-M1.12 (AP Exam Pass Rate – 3 or higher): The All student group gained +8.0% from baseline (from 35% to 43%). By site, Bloomington HS gained +8.0%, Colton HS declined -1.0%, and Grand Terrace HS gained +11.0%. AVID students declined -5.9%. By student group, ELs gained +20.0%, SED declined -17.0%, SWD declined -18.0%, and AA declined -22.0%.

This action is showing strong overall effectiveness, with the district-wide AP pass rate increasing by 8 percentage points. The gains for EL students (+20.0%) are exceptional and suggest that the testing environment and supports are benefiting this student group. However, the significant declines for SED students (-17.0%), SWD students (-18.0%), and AA students (-22.0%) are concerning and indicate that while the testing environment may be supportive, additional academic preparation or intervention may be needed for these groups. The decline for AVID students (-5.9%) also warrants further investigation.

Action 1.13 – VAPA: VAPA Teachers

Aligned Metrics: M1.15, M1.16

Action 1.13 provides 12 additional elementary expanded learning teachers, 9 district band and music teachers, support stipends, and instructional materials in the areas of Art, Music Vocals, STEAM, and Physical Education & Dance to support access to co-curricular activities. Because this action is marked as contributing (Yes), the analysis includes All Students, EL, FY, and SED student groups.

This action demonstrates sustained effectiveness to date.

-M1.15 (Access to a Broad Course of Study – Local Indicator 7): The district has maintained the determination of "Standard Met" from baseline through the current year, showing no decline. This consistent maintenance indicates that the provision of additional VAPA teachers continues to ensure that EL, FY, and LI students have equitable access to a broad course of study.

-M1.16 (LCAP Student Survey – Access to Comprehensive Course of Study): The All student group gained +1% from baseline (from 82% to 83%). At the site level, Grand Terrace HS gained +10%, Ruth O. Harris MS gained +6%, Colton MS gained +5%, Bloomington HS gained +3%. However, Joe Baca MS declined -4% and Slover Mountain HS declined -5% from baseline. Colton HS and Washington HS showed no change (0%). Terrace Hills MS showed no change (0%).

The overall district-level gain of +1% on M1.16 and the strong site-level gains at Grand Terrace HS (+10%), Ruth O. Harris MS (+6%), and Colton MS (+5%) suggest that the additional VAPA teachers and expanded learning opportunities are positively impacting student perceptions of access to comprehensive programs. The maintenance of "Standard Met" on M1.15 confirms that this action is fulfilling its intended purpose. The declines at Joe Baca MS (-4%) and Slover Mountain HS (-5%) suggest that some campuses may benefit from additional attention.

Action 1.14 – VAPA: Site Support

Aligned Metrics: M1.15, M1.16

Action 1.14 provides equitable VAPA materials, supplies, musical instruments, sheet music, and a program manager to implement the District ARTS Plan. Because this action is marked as contributing (Yes), the analysis includes All Students, EL, FY, and SED student groups.

This action demonstrates sustained effectiveness to date.

-M1.15 (Access to a Broad Course of Study – Local Indicator 7): The district has maintained the determination of "Standard Met" from baseline through the current year, showing no decline.

-M1.16 (LCAP Student Survey – Access to Comprehensive Course of Study): The All student group gained +1% from baseline (from 82% to 83%). At the site level, Grand Terrace HS gained +10%, Ruth O. Harris MS gained +6%, Colton MS gained +5%, and Bloomington HS gained +3%. Joe Baca MS declined -4% and Slover Mountain HS declined -5% from baseline.

The consistent maintenance of "Standard Met" on M1.15 and the overall positive movement on M1.16 indicate that this action is effective in maintaining and slightly improving equitable access to visual and performing arts programs for EL, FY, and LI students. The site-level declines at Joe Baca MS and Slover Mountain HS suggest the need for review at those campuses.

Action 1.15 – NJROTC Support

Aligned Metrics: M1.16

Action 1.15 provides NJROTC support at Bloomington and Colton High Schools for instructional materials, equipment, and student field trips to increase access to co-curricular activities. Because this action is marked as contributing (Yes) for low income (LI) students, the analysis includes LI, EL, and FY students.

This action demonstrates sustained effectiveness to date.

-M1.16 (LCAP Student Survey – Access to Comprehensive Course of Study): The All student group gained +1% from baseline (from 82% to 83%). At the specific sites where NJROTC is offered, Bloomington HS gained +3% from baseline, while Colton HS showed no change (0%). These results suggest that NJROTC support at Bloomington HS is contributing positively to student perceptions of access to a comprehensive course of study, while Colton HS has maintained its baseline level.

The NJROTC program continues to provide LI, EL, and FY students with access to co-curricular activities that support character building, leadership, and physical fitness. While the gains are modest, the maintenance and slight improvement in student perceptions of access confirm that this action is contributing to equitable access. This action is effective in maintaining progress toward the goal.

Action 1.16 – Student Field Trips

Aligned Metrics: M1.16

Action 1.16 provides opportunities for LI, EL, and FY students to gain experiences outside the classroom through work-based learning and co-curricular field trips at all sites. Because this action is marked as contributing (Yes), the analysis includes EL, FY, and LI/SED students. This action demonstrates sustained effectiveness to date.

-M1.16 (LCAP Student Survey – Access to Comprehensive Course of Study): The All student group gained +1% from baseline (from 82% to 83%). At the site level, several schools showed positive gains: Grand Terrace HS +10%, Ruth O. Harris MS +6%, Colton MS +5%,

and Bloomington HS +3%. Terrace Hills MS showed no gain +0%. Joe Baca MS declined -4% and Slover Mountain HS declined -5% from baseline.

Field trips provide experiential learning opportunities that are particularly valuable for LI, EL, and FY students who may not otherwise have access to such experiences. The overall positive movement on M1.16 indicates that this action is supporting equitable access to a broad course of study for unduplicated students. The site-level variation suggests that some campuses may benefit from increased or more targeted field trip opportunities to ensure all students perceive equitable access. This action is effective in maintaining progress toward the goal.

Action 1.17 – Athletics: Middle School and Alternative Ed Intramural Athletics

Aligned Metrics: M1.17, M3.11

Action 1.17 provides intramural athletics for low income students at middle and alternative schools to participate in extracurricular activities to increase access and positive support for behaviors. This action is marked as not contributing (No) as it is no longer funded through the LCAP in 2025-26 but continues to be implemented through an alternative funding source.

This action demonstrates moderate effectiveness to date based on available data.

-M1.17 (Survey percentage of students who believe participation in intramural athletics helped them to be more successful in school): The All student group gained +3% from baseline (from 54% to 57%), indicating a positive increase in the percentage of students who believe that participation in intramural athletics helped them to be more successful in school. This modest gain suggests that the intramural athletics program is contributing to students' perceptions of academic success and engagement, which is particularly meaningful for low income students who may not otherwise have access to extracurricular athletic opportunities.

-M3.11 (PBIS School Climate Survey on a scale of 1-4): Results are mixed across school levels. Elementary schools showed a slight decline of -0.01 (from 3.05 to 3.04). Middle Schools, where intramural athletics are provided, showed a positive increase of +0.05 (from 2.87 to 2.91 in Year 2, noting the baseline was established in 2023-24). High Schools showed a positive increase of +0.04 (from 2.86 to 2.95 in Year 2). Alternative Education, where intramural athletics are also provided, showed a decline of -0.07 (from 3.17 to 3.08 in Year 2). Since intramural athletics are provided at middle schools and alternative education sites, the improvement at middle schools (+0.05) is encouraging and suggests that the program may be contributing to a more positive school climate at those sites. However, the decline at alternative education sites (-0.07) indicates that the intramural program has not yet translated into improved school climate perceptions at those locations.

Overall, the +3% gain on M1.17 indicates that students perceive value in the intramural athletics program and believe it supports their success in school. The middle school climate improvement (+0.05 on M3.11) aligns with the positive student perceptions. However, the decline in school climate at alternative education sites (-0.07 on M3.11) suggests that additional strategies may be needed to ensure the intramural program positively impacts school climate at all participating sites. While this action is no longer funded through the LCAP, the data suggests it continues to provide meaningful support for low income students' engagement and perceptions of success.

Action 1.18 – Secondary Elective Textbooks

Aligned Metrics: M1.18, M1.19

Action 1.18 provides new and replacement non-core and elective textbooks to support student access to standards-aligned courses and instructional materials. Because this action is marked as contributing (Yes), the analysis includes EL, FY, and LI/SED students. This action demonstrates mixed effectiveness to date.

-M1.18 (Pacing Guide Completion): Middle school pacing guide completion gained +5% from baseline (from 82% to 87%), and high school pacing guide completion gained +2% from baseline (from 94% to 96%). These gains indicate that the provision of elective textbooks is supporting improved alignment of pacing guides within current adoptions, including ELD standards in courses, at both the middle school and high school levels. The middle school improvement of +5% is particularly noteworthy and suggests that the updated textbook materials are helping teachers develop and complete pacing guides that ensure EL, FY, and LI students have access to standards-aligned instructional sequences.

-M1.19 (Implementation of Academic Standards – Local Indicator 2): The district has maintained the determination of "Standard Met" from baseline through the current year, showing no decline. This consistent maintenance confirms that the provision of elective textbooks continues to support the district's overall implementation of academic standards, ensuring that EL, FY, and LI students have equitable access to standards-aligned courses and adequate resources.

The combination of improved pacing guide completion rates on M1.18 and the sustained "Standard Met" determination on M1.19 indicates that this action is contributing positively to ensuring unduplicated students have access to standards-aligned elective courses with appropriate instructional materials. The +5% gain at the middle school level and +2% gain at the high school level on M1.18 suggest that the updated textbooks in areas such as Ethnic Studies, Spanish, Financial Literacy, Business, Psychology, and Zoology are supporting teachers in developing comprehensive pacing guides that include ELD standards. For EL, FY, and LI students, access to current and relevant elective textbooks is essential for ensuring equitable participation in a broad course of study. This action is demonstrating moderate effectiveness in making progress toward the goal.

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

Following our review of prior year implementation and outcomes, we have determined that no changes will be made to Goal 1: Equitable Access for All as well as no changes to the actions as they continue to align and provide meaningful opportunities for growth. Although performance metrics improved across several key areas this past year, indicating that our current approach is effectively supporting progress toward the goal we will be making changes to the following:

-Foster Youth: It was discussed by our Steering committee that we felt some of the baseline Foster Youth numbers were abnormally high during the 2022-23 baseline year and therefore a few of the metrics below were adjusted to below baseline to make growth from year 1 and 2 attainable.

-M1.1: The LTEL scores from the Baseline year 2022-23 were reviewed as the number seemed to be an anomaly and we discovered it was incorrect. Based on our review, the number was corrected in the baseline year to show 15%. The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2

results. Specifically, the targets were revised as follows: All Students from 16.5% to 14.5%, LTELs from 15% to 15.5%, and DI ELs from 15% to 11.5%.

–M1.2: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All students from 52.8% to 48.2% and LTEL from 48% to 46.8%.

-M1.3: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Sycamore Hills from 50.7% making progress to 43.0% making progress.

-M1.5: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All students from 15% to 17.5% and Middle School from 10% to 10.5%.

-M1.6: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Foster Youth from 25.0% to 18.0%.

-M1.7: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All students from 15.0% to 11.0%, EL's from 11% to 6.0%, Foster Youth from 17.0% to 10.6%, and Students with Disabilities from 11% to 6.0%.

-M1.8: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All students from >83% to >82%.

-M1.10: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All Students from >85% to >82.5%.

-M1.11: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: EL's from 25.2% to 19.0%, Foster Youth from 35.5% to 16.7%, homeless youth from 31.9% to 30.0%, Students with Disabilities from 19.3% to 11.3%, African American from 35.5% to 33.5%, and AVID from 85.0% to 83.0%.

-M1.12: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Socio-economically disadvantaged students from 42% to 43% and Students with Disabilities from 41% to 44%.

-M1.14: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Colton High School Students with Disabilities from 32.2% to 9.2% and Grand Terrace High School Students with Disabilities from 22% to 14.0%.

-M1.16: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All students from 85% to 84%., CHS from 83% to 81%, JBMS from 84% to 80%, THMS from 85% to 83%, and WHS from 84% to 82%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Learner Support: Language Assessment Center	The Language Assessment Center will maintain employees (4), including Language Assessment Specialists and Language Assessment and Data Specialists, to conduct initial and annual testing for English Learners (ELs) and Long Term English Learners (LTELs) with the purpose of supporting new and continuing EL students. This action ensures each EL and LTEL is appropriately placed and tracks their progress towards achieving their language proficiency goals. This action will be measured by M1.1, M1.2 and M1.3.	$439,188	Y
1.2	English Learner Support: Language Support Services	Language Support Services Staff will be maintained to provide program oversight, staff development and clerical to support improved outcomes for our district-wide English learner program. Staffing includes: Director (1), clerical (1), Curriculum Program Specialists (3). These positions directly support our English Learner teachers and students with curriculum, training, interventions and academic support to meet EL and LTEL educational and language acquisition needs. This action will be measured by M1.1, M1.2 and M1.3.	$1,284,095	Y
1.3	English Learner Support: English Learner Site Support	Language Support Services will provide English Learner Counselors (3), High School TOA's (3), and EL Site Leads (one per site, 27 sites) who will provide intense monitoring and support for English Learner students, including R-FEP and LTEL's to keep students on track to be reclassified. This action will be measured by M1.1 and M1.4.	$1,053,810	Y

1.4	English Learner Support: Instruction and Technology	The district's Language Support Services will purchase English Learner instructional materials, online programs, assessment systems, and needed transcript reading services to support EL and LTEL student learning and assessment, as well as to target interventions and support for English Learners and LTEL's where it is needed. This action will be measured by M1.1, M1.2, M1.3 and M1.4.	$195,000	Y
1.5	English Learner Support Dual Immersion	Language Support Services will provide Dual Immersion Teachers (33), teacher stipends, and DI instructional materials principally directed to English Learner dual immersion students to support the increased need for sites to open and continue dual immersion programs across the district to promote outcomes in Reading and multilingual acquisition skills. This action will be measured by M1.1.	$6,742,410	Y
1.6	English Learner Support: Multilingual Instructional Support	School sites will provide Multilingual Instructional Assistants (32) for 6-hours a day for English learner and LTEL students in grades TK-12 to support core academic content and language knowledge acquisition. This action will be measured by M1.1, M1.2 and M1.3.	$1,814,944	Y
1.7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support	Career Technical Education will purchase instructional materials, equipment, and supplies for each Linked Learning pathway to provide teachers and English Learners,low income and foster youth students with pathway specific needs for instruction, recruiting and marketing to support improved outcomes in CTE pathway completion with a grade of C or higher and increased outcomes in students meeting both CTE and a-g requirements. This action will be measured by M1.6 and M1.7	$844,000	Y
1.8	CTE/LL: Work-based learning	Career Technical Education will increase marketing and work-based learning opportunities to support CTE pathway completion for students and provide for a work-based learning tech (1), CTE teachers (7), and Curriculum Program Specialist for CTE/LL pathways for English learners, low income, and foster youth students. This action will be measured by M1.6 and M1.8.	$1,962,270	Y
1.9	CTE/LL: Professional Development	The district will provide opportunities for CTE/LL teachers to collaborate with teachers and attend professional development conferences to support teacher knowledge and skills to increase outcomes in CTE pathway completion for English learners, low income, and foster youth students. This action will be measured by M1.6 and M1.9.	$30,000	Y

1.10	CTE/LL: ROP Program	The district will provide ROP/CTE programs, classes, and pathways for English Learners, foster youth, and low income students creating opportunities for work-based learning experiences, increasing student's industry related and soft skills to prepare students to be college and career ready upon graduation. This action will be measured by M1.6, M1.10, M1.13.	$3,723,650	Y
1.11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	The district will provide AVID teachers, tutors, field trips, and instructional materials for Low income and English Learner AVID students in AVID classrooms to support student academic success and preparation for college and careers. This action will be measured by M1.11, M1.13 and M1.14.	$2,848,617	Y
1.12	AP Testing Support	Sites will provide substitute teachers for Advanced Placement teachers to proctor Advanced Placement tests to provide a positive and quality testing environment to increase outcomes for student success for low income and English Learner students on the AP exams. This action will be measured by M1.12.	$220,844	Y
1.13	VAPA: VAPA Teachers	The district will provide 12 additional elementary expanded learning teachers, 9 district band and music teachers, support stipends and instructional materials in the area of Art, Music vocals, STEAM and Physical Education & Dance to support access to co-curricular activities for our English Learners, foster youth and low income students. This action will be measured by M1.15 and M1.16.	$3,540,474	Y
1.14	VAPA: Site Support	VAPA teachers will promote access to co-curricular activities for our low income students by enhancing elementary and secondary Visual and Performing Arts (VAPA) programs by providing equitable materials and supplies including musical instruments and sheet music and a program manager to implement the District ARTS Plan. This action will be measured by M1.15 and M1.16.	$642,500	Y
1.15	NJROTC Support	Bloomington and Colton High Schools will provide NJROTC support to teachers and students for instructional materials, equipment, and/or student field trips to increase access in co-curricular activities for low income students. This action will be measured by M1.16.	$10,000	Y

1.16	Student Field Trips	All School sites will provide opportunities for low income, English Learners, and Foster Youth students to gain experiences outside the classroom by supporting work-based learning and co-curricular student experiences through field trips for unduplicated students at all sites. This action will be measured by M1.16	$270,000	Y
1.17	Athletics: Middle School and Alternative Ed Intramural Athletics	Middle and alternative schools will provide intramural athletics for low income students to participate in extracurricular activities to increase access and positive support for behaviors of our low income students. This action will be measured by M1.17 and M3.11.	$1,112,819	N
1.18	Secondary Elective Textbooks	Secondary Education will provide new and replacement non-core and elective textbooks to provide student access to standards aligned courses, instructional materials, and adequate resources to support Low Income, English Learners, and Foster Youth.This action will be measured by M1.18 and M1.19.	$200,000	Y

Goal

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

State Priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

M2.1	CAASPP ELA Distance from Standard (dfs) on CA Dashboard District Level State Priority: 4	All: -56.8 dfs Middle Schools: -85.8 dfs High Schools: -41.2 dfs EL: -91.8 dfs SED: -62.4 dfs FY: -83.6 dfs HY: -77.7 dfs SWD: -135.1 dfs AA: -65.8 dfs (all 2023) LTEL: -134 dfs (all 2024)	All: -50.2 dfs Middle Schools: -68 dfs High Schools: -23 dfs EL: -85.8 dfs SED: -55.5 dfs FY: -89.7 dfs HY: -75.0 dfs SWD: -132.7 dfs AA: -69.8 dfs LTEL: -134 dfs (all 2024)	All: -46 dfs Middle Schools: -69.5 dfs High Schools: -21.2 dfs EL: -76.9 dfs SED: -50.9 dfs FY: -80.7 dfs HY: -74.7 dfs SWD: -124.2 dfs AA: -66.2 dfs LTEL: -128.7 dfs (all 2025)	All: -47.8 dfs Middle Schools: -65 dfs High Schools: -20 dfs EL: -75 dfs SED: -50 dfs FY: -73.7 dfs HY: -67.7 dfs SWD: -120 dfs AA: -52 dfs LTEL: -124 dfs	All: +10.8 dfs Middle Schools: +16.3 dfs High Schools: +20.0dfs EL: +14.9 dfs SED: +11.5 dfs FY: +2.9 dfs HY: +3.0 dfs SWD: +10.9 dfs AA: -0.4 dfs LTEL: +5.3 (all 2025)

M2.2	CAASPP ELA Distance from Standard (dfs) on CA Dashboard Site Level State Priority: 4	Elementary **Lincoln** EL -71.9 DFS **Birney** All -73 DFS EL -90.1 DFS LI -76 DFS HI –74.6 DFS **Crestmore** SWD -101.1 DFS **Smith** SWD -116.9 DFS **Grand Terrace** EL -88.4 DFS SWD -127.1 DFS **Jurupa Vista** EL -88.5 DFS **Mary B. Lewis** EL -94 DFS SWD -105.9 DFS **D'Arcy** SWD -129.8 DFS **Rogers** EL -95.9 DFS SWD -148.1 DFS **Sycamore Hills** EL -91.3 DFS SWD -161.8 DFS **Terrace View** SWD -90.6 DFS **Zimmerman** SWD -111.8 DFS **McKinley** EL -78.3 DFS HY -114.8 DFS **Wilson** EL -71.5 DFS SWD -98.1 DFS Middle School **Colton Middle** All -83.4 DFS	Elementary **Lincoln** EL -69.6 DFS **Birney** All -81.1 DFS EL -95.5 DFS LI -82.0 DFS HI –86.4 DFS **Crestmore** SWD -117.3 DFS **Smith** SWD -102.5 DFS **Grand Terrace** EL -78.0 DFS SWD -124.4 DFS **Jurupa Vista** EL -87.1 DFS **Mary B. Lewis** EL -41.3 DFS SWD -43.8 DFS **D'Arcy** SWD -110.6 DFS **Rogers** EL -83.3 DFS SWD -137.8 DFS **Sycamore Hills** EL -76.0 DFS SWD -169.3 DFS **Terrace View** SWD -103 DFS **Zimmerman** SWD -117.3 DFS **McKinley** EL -85.6 DFS HY -132.8 DFS **Wilson** EL -65.6DFS SWD - <11 students Middle School **Colton Middle** All -66.0DFS	Elementary **Lincoln** EL -75.6 DFS **Birney** All -73.4 DFS EL -75.3 DFS LI -74.6 DFS HI –77.2 DFS **Crestmore** SWD -96.5 DFS **Smith** SWD -99.6 DFS **Grand Terrace** EL -78.0 DFS SWD -57.3 DFS **Jurupa Vista** EL -75.0 DFS **Mary B. Lewis** EL -58.4 DFS SWD -94.4 DFS **D'Arcy** SWD -91.3 DFS **Rogers** EL -63.8 DFS SWD -122.3 DFS **Sycamore Hills** EL -50.7 DFS SWD -139.3 DFS **Terrace View** SWD -76.7 DFS **Zimmerman** SWD -120.0 DFS **McKinley** EL -84.7 DFS HY -77.9 DFS **Wilson** EL -65.0 DFS SWD -122.6 (19 students) Middle School **Colton Middle** All -61.1 DFS	Elementary **Lincoln** EL -69.6 DFS **Birney** All -70.4 DFS EL -72.3DFS LI -71.6 DFS HI -74.2 **Crestmore** SWD -93.5 DFS **Smith** SWD -99.9 DFS **Grand Terrace** EL -75.0 DFS SWD -118.1 DFS **Jurupa Vista** EL -70.0 DFS **Mary B. Lewis** EL -55.4 DFS SWD - 91.4 DFS **D'Arcy** SWD - 107.6 DFS **Rogers** EL -70 DFS SWD -134.8 DFS **Sycamore Hills** EL -73.0 DFS SWD -152.8 DFS **Terrace View** SWD -73.7 DFS **Zimmerman** SWD -105.0 **McKinley** EL -75.0 DFS HY -90.8 DFS **Wilson** EL -62.5 DFS SWD -95.0 DFS Middle School **Colton Middle** All -57.1DFS	Elementary **Lincoln** EL -3.7 DFS **Birney** All -0.4 DFS EL +14.8 DFS LI +1.4 DFS HI –2.6 DFS **Crestmore** SWD +4.6 DFS **Smith** SWD +17.3 DFS **Grand Terrace** EL +10.4 DFS SWD +69.8 DFS **Jurupa Vista** EL +13.5 DFS **Mary B. Lewis** EL +35.6 DFS SWD +11.5 DFS **D'Arcy** SWD +38.5 DFS **Rogers** EL +32.1 DFS SWD +25.8 DFS **Sycamore Hills** EL +40.6 DFS SWD +22.5 DFS **Terrace View** SWD +13.9 DFS **Zimmerman** SWD -8.2 DFS **McKinley** EL -6.4 DFS HY +36.9 DFS **Wilson** EL +6.5 DFS SWD -24.5 DFS Middle School **Colton Middle** All +22.3DFS

		EL -128.9 DFS HY -100.3 DFS LI -86 DFS SWD -174.3 DFS HI -83.4 DFS **Ruth O. Harris** All -96.5 DFS EL -139.8 DFS LI -99.1 DFS SWD -183.2 DFS AA -93.6 DFS HI -100.7 DFS **Terrace Hills** AA -103.2 DFS High School **Bloomington HS** EL -136.5 DFS LI -46.8 DFS SWD -164.4 DFS HI -45.9 DFS **Colton HS** EL -109.3 DFS SWD -150.4 DFS **Grand Terrace** AA -71.1 DFS **Slover Mountain** All -156.6 DFS LI -156.5 DFS HI -160.5 DFS (all 2023)	EL -104.5 DFS HY -87.1 DFS LI -69.6 DFS SWD -167.0 DFS HI -66.6 DFS **Ruth O. Harris** All -70.2 DFS EL -118.6 DFS LI -74.9DFS SWD -155.3 DFS AA -80.6 DFS HI -72.3 DFS **Terrace Hills** AA -109 DFS High School **Bloomington HS** EL -124.8 DFS LI -40.5 DFS SWD -135 DFS HI -41.6 DFS **Colton HS** EL -105.6 DFS SWD -171.2 DFS **Grand Terrace** AA -30.4 DFS **Slover Mountain** All -169.6 DFS LI -171.9 DFS HI -169.2 DFS (all 2024)	EL -93.9 DFS HY -91.2 DFS LI -63.5 DFS SWD -147.7 DFS HI -62.1 DFS **Ruth O. Harris** All -67.1 DFS EL -98.7 DFS LI -69.6 DFS SWD -145.9 DFS AA -74.0 DFS HI -68.3 DFS **Terrace Hills** AA -82.6 DFS High School **Bloomington HS** EL -98.2 DFS LI -32.0 DFS SWD -127.3 DFS HI -32.3 DFS **Colton HS** EL -76.2 DFS SWD -139.8 DFS **Grand Terrace** AA -29.6 DFS **Slover Mountain** All -154.9 DFS LI -154.4 DFS HI -155.1 DFS (all 2025)	EL -98.9 DFS HY -88.2 DFS LI -60.5 DFS SWD -159 DFS HI -59.1 DFS **Ruth O. Harris** All -70 DFS EL -95.7 DFS LI -70 DFS SWD -142.9 DFS AA -70 DFS HI -70 DFS **Terrace Hills** AA -79.6 DFS High School **Bloomington HS** EL -121.8 DFS LI -39.8 DFS SWD-132.0 DFS HI -36.9 DFS **Colton HS** EL -73. DFS SWD -136.8 DFS **Grand Terrace** AA -45 DFS **Slover Mountain** All -150.0 DFS LI -150.0 DFS HI -151.5 DFS	EL +35.0 DFS HY +9.1 DFS LI +22.5 DFS SWD +26.6 DFS HI +21.3 DFS **Ruth O. Harris** All +29.4 DFS EL +41.1 DFS LI +29.5 DFS SWD +37.3 DFS AA +19.6 DFS HI +32.4 DFS **Terrace Hills** AA +20.6 DFS High School **Bloomington HS** EL +38.3 DFS LI +14.8 DFS SWD +37.1 DFS HI +13.6 DFS **Colton HS** EL +33.1 DFS SWD +10.6 DFS **Grand Terrace** AA +41.5 DFS **Slover Mountain** All +1.7 DFS LI +2.1 DFS HI +5.4 DFS (all 2025)

M2.3	CAASPP Math Distance from Standard (DFS) on CA Dashboard District Level State Priority 4	All: -91.3 dfs Middle Schools: -125.9 dfs High Schools: -132 dfs EL: -116.5 dfs SED: -96.5 dfs FY: -109.1 dfs HY: -112.6 dfs SWD: -163.7 dfs AA: -103.1 dfs (all 2023) LTEL: -178.3 (2024)	All: -88.5 dfs Middle Schools: -110 dfs High Schools: -117 dfs EL: -114.8 dfs SED: -93.2 dfs FY: -117.2 dfs HY: -108.9 dfs SWD: -159.4 dfs AA: -106.5 dfs LTEL: -178.3 (all 2024)	All: -84.6 dfs Middle Schools: -109.7 dfs High Schools: -116.5 dfs EL: -110.2 dfs SED: -89.4 dfs FY: -124.2 dfs HY: -107.5 dfs SWD: -158.4 dfs AA: -102.3 dfs LTEL: -176.5 (all 2025)	All: -82.3 dfs Middle Schools: -105.9 dfs High Schools: -113 dfs EL: -107.0 dfs SED: -85 dfs FY: -97.2 dfs HY: -103.6. dfs SWD: -152.0 dfs AA: -90 dfs LTEL: -168.3	All: +6.7 dfs Middle Schools: +16.2 dfs High Schools: +15.5 dfs EL: +6.3 dfs SED: +7.1 dfs FY: -15.1 dfs HY: +5.1 dfs SWD: +5.3 dfs AA: +0.8 dfs LTEL: +1.8 dfs (all 2025)

M2.4	CAASPP Math Distance from Standard (DFS) on CA Dashboard Site Level State Priority: 4	**Birney** SWD -159.9 DFS **Crestmore** SWD -117.7 DFS **Smith** SWD -133.8 DFS **Jurupa Vista** EL -102.8 DFS **Mary B. Lewis** EL -100.9 DFS SWD -123.3 DFS **D'Arcy** EL -99.9 DFS SWD -158.9 DFS **Rogers** EL -106 DFS SWD -178.9 DFS **Sycamore Hills** EL -97.9 DFS SWD -181 DFS **Terrace View** SWD -112.8 DFS **McKinley** EL -96.8 DFS HY -143.5 DFS **Wilson** SWD -120.3 DFS Middle School **Colton Middle** All -120.1 DFS EL -160.4 DFS HY -145.3 DFS LI -122.6 DFS SWD -209.2 DFS HI -119.4 DFS **Ruth O. Harris** All -143.8 DFS EL -182.3 DFS LI -148 DFS SWD -209.9 DFS AA -150.7 DFS HI -147.6 DFS **Terrace Hills**	**Birney** SWD -129.0 DFS **Crestmore** SWD -102.4 DFS **Smith** SWD -98.7 DFS **Jurupa Vista** EL -108.6 DFS **Mary B. Lewis** EL -94.6 DFS SWD -115.8 DFS **D'Arcy** EL -83.5 DFS SWD -123.2 DFS **Rogers** EL -113 DFS SWD -176.6 DFS **Sycamore Hills** EL -95.7 DFS SWD -181.5 DFS **Terrace View** SWD -113.2 DFS **McKinley** EL -105.1 DFS HY -146.2 DFS **Wilson** SWD -125.3 DFS Middle School **Colton Middle** All -97.6 DFS EL -130.6 DFS HY -111.2 DFS LI -100.0 DFS SWD -181.5 DFS HI -97.7 DFS **Ruth O. Harris** All -119.6 DFS EL -166.6 DFS LI -123.3 DFS SWD -189.0 DFS AA -147.6 DFS HI -121.0 DFS **Terrace Hills**	**Birney** SWD -146.9 DFS **Crestmore** SWD -122.5 DFS **Smith** SWD -110.2 DFS **Jurupa Vista** EL -100.2 DFS **Mary B. Lewis** EL -82.0 DFS SWD -112.6 DFS **D'Arcy** EL -92.2 DFS SWD -122.3 DFS **Rogers** EL -102.6 DFS SWD -159.4 DFS **Sycamore Hills** EL -71.9 DFS SWD -160.8 DFS **Terrace View** SWD -111.3 DFS **McKinley** EL -119.8 DFS HY -96.3 DFS **Wilson** SWD -110.7 DFS Middle School **Colton Middle** All -108.2 DFS EL -139.8 DFS HY -126.0 DFS LI -109.6 DFS SWD -197.2 DFS HI -109.1 DFS **Ruth O. Harris** All -111.9 DFS EL -146.2 DFS LI -116.9 DFS SWD -189.3 DFS AA -122.7 DFS HI -114.1 DFS **Terrace Hills**	**Birney** SWD -150.9 DFS **Crestmore** SWD -110.7 DFS **Smith** SWD -124.8 DFS **Jurupa Vista** EL -96.2 DFS **Mary B. Lewis** EL - 95 DFS SWD -114.3 DFS **D'Arcy** EL - 90.9 DFS SWD - 149.9 DFS **Rogers** EL -98.6 DFS SWD -169.9 DFS **Sycamore Hills** EL -88.9 DFS SWD -172 DFS **Terrace View** SWD -100 DFS **McKinley** EL -95 DFS HY- 134.5 DFS **Wilson** SWD -113.3 DFS Middle School **Colton Middle** All -105.2 DFS EL -145.4 DFS HY -130.3 DFS LI -106.6 DFS SWD -194.2 DFS HI -105.4 DFS **Ruth O. Harris** All -108.9 DFS EL -135 DFS LI -113.9 DFS SWD -165 DFS AA -114 DFS HI -111.1 DFS **Terrace Hills**	**Birney** SWD +13 DFS **Crestmore** SWD -4.8 DFS **Smith** SWD +23.6 DFS **Jurupa Vista** EL +2.6 DFS **Mary B. Lewis** EL +18.9 DFS SWD +10.7 DFS **D'Arcy** EL+7.7 DFS SWD +36.6 DFS **Rogers** EL +3.4 DFS SWD +19.5 DFS **Sycamore Hills** EL +26.0 DFS SWD +20.2 DFS **Terrace View** SWD +1.5 DFS **McKinley** EL -23.0 DFS HY +47.2 DFS **Wilson** SWD +9.6 DFS Middle School **Colton Middle** All +11.9 DFS EL +20.6 DFS HY +19.3 DFS LI +13.0 DFS SWD +12.0 DFS HI +10.3 DFS **Ruth O. Harris** All +31.9 DFS EL +36.1 DFS LI +31.1 DFS SWD +20.6 DFS AA +28 DFS HI +33.5 DFS **Terrace Hills**

		EL -155.7 DFS High School **Bloomington HS** EL -214.8 DFS SWD -214.8 DFS **Colton HS** EL -187 DFS SWD -229.1 DFS **Grand Terrace** AA -160.5 DFS **Slover Mountain** All -218.9 DFS LI -217.6 DFS HI -218.5 DFS (all 2023)	EL -168.0 DFS High School **Bloomington HS** EL -203.4 DFS SWD -221.7 DFS **Colton HS** EL -172.4 DFS SWD -228.6 DFS **Grand Terrace** AA -144.2 DFS **Slover Mountain** All -242.2 DFS LI -244.7 DFS HI -242.8 DFS (all 2024)	EL -134.9 DFS High School **Bloomington HS** EL -168.5 DFS SWD -174.3 DFS **Colton HS** EL -156.7 DFS SWD -205.8 DFS **Grand Terrace** AA -122.4 DFS **Slover Mountain** All -239.5 DFS LI -236.5 DFS HI -240.7 DFS (all 2025)	EL -137.7 High School **Bloomington HS** EL -205.8 DFS SWD -205.8 DFS **Colton HS** EL -151.7 DFS SWD -201.1 DFS **Grand Terrace** AA -115 DFS **Slover Mountain** All -215 DFS LI -214 DFS HI -215 DFS	EL +20.8 DFS High School **Bloomington HS** EL +46.3 DFS SWD +40.5 DFS **Colton HS** EL +30.3 DFS SWD +23.3 DFS **Grand Terrace** AA +38.1 DFS **Slover Mountain** All -20.6 DFS LI -18.9 DFS HI -22.2 DFS (all 2025)
M2.5	Graduation Rate Percentage of students graduating High School CA Dashboard District Level State Priority: 5	All: 86% (2023) EL: 71.8% SED: 85.7% FY: 75% HY: 76.3% SWD: 70.8% AA: 88.3% LTEL: 82.6% (2024)	All: 87.3% (2024) EL: 79.7% SED: 87.2% FY: 64.3% HY: 81.8% SWD: 75.3% AA: 83.1% LTEL: 82.6%	All: 91.7% (2025) EL: 81.9% SED: 91.6% FY: 92.3% (13 st.) HY: 87.0% SWD: 80.3% AA: 98.2% LTEL: 84.6%	All: 90% EL: 85% SED: 90% FY: 83% HY: 83% SWD: 82% AA: 90% LTEL: 84.6%	All: +5.7% (2025) EL: +10.1% SED: +5.9% FY: +17.3% HY: +10.7% SWD: +9.5% AA: +9.9% LTEL: +2.0%

M2.6	Graduation Rate Percentage of students graduating High School CA Dashboard Site Level State Priority: 5	2022-23 **Colton HS** EL 64.6% HY 66.7% SWD 53.3%	2023-24 **Colton HS** EL 84.8% HY 85.0% SWD 72.3%	2024-25 **Colton HS** EL 78.9% HY 85.7% SWD 85.7%	**Colton HS** EL 82.0% HY 87.0% SWD 80.0%	2024-25 **Colton HS** EL +14.3% HY +19.0% SWD +32.4%

M2.7	iReady Diagnostic results grades K-6 at Tier 1. Local Metric State Priority: 4, 8	All: Reading: 37% Math: 27% EL: Reading: 20% Math: 13% SED: Reading: 28% Math: 20% FY: Reading: 29% Math: 17% SWD: Reading: 11% Math: 8% GATE: Reading: 75% Math: 71% GATE EL: English: 31% Math: 26% GATE SED: Reading: 72% Math: 68%	All: Reading: 37% Math: 29% EL: Reading: 18% Math: 15% SED: Reading: 37% Math: 28% FY: Reading: 22% Math: 21% SWD: Reading: 11% Math: 9% GATE: Reading: 66% Math: 65% GATE EL: English: 30% Math: 36% GATE SED: Reading: 66% Math: 65%	All: Reading: 39% Math: 29% EL: Reading: 20% Math: 15% SED: Reading: 37% Math: 28% FY: Reading: 21% Math: 20% SWD: Reading: 13% Math: 9% GATE: Reading: 64% Math: 66% GATE EL: English: 31% Math: 37% GATE SED: Reading: 64% Math: 66%	All: Reading: 41% Math: 34% EL: Reading: 25% Math: 21% SED: Reading: 34% Math: 29% FY: Reading: 35% Math: 26% SWD: Reading: 17% Math: 17% GATE: Reading: 79% Math: 74% GATE EL: English: 40% Math: 36% GATE SED: Reading: 76% Math: 73%	All: Reading: +2% Math: +2% EL: Reading: +-0% Math: +2% SED: Reading: +9% Math: +8% FY: Reading: -8% Math: +3% SWD: Reading: +2% Math: +1% GATE: Reading: -11% Math: -5% GATE EL: English: +-0% Math: +11% GATE SED: Reading: -8% Math: -2%

M2.8	K-2 Reading Fluency DIBELS at or above benchmark. Local Metric Priority: 4, 8	All: 49% EL: 49% SED: 46% FY: 35% SWD: 27%	All: 50% EL: 34% SED:50% FY: 31% SWD: 25%	All: 52% EL: 41% SED: 51% FY: 37% SWD: 28%	All: 52% EL: 52% SED: 50% FY: 41% SWD: 35%	All: +3.0% EL: -8.0% SED: +5.0% FY: +2.0% SWD: +1%

M2.9	NWEA MAP Assessment Growth 7-11. Students who met growth projections Fall to Spring. Local Metric State Priority: 4, 8 (Metric deleted for the 2026-2027 school year)	Math: (All 2024) Grade 7: 38.8% Grade 8: 54.9% Grade 9: 55.1% Grade 10: 50.4% Grade 11: 53.2% Math Grades 7-11 EL: 47.6% SWD: 48.7% SED: 53.0% AA: 45.8% Reading: Grade 7: 31.7% Grade 8: 42.1% Grade 9: 42.64% Grade 10: 39.2% Grade 11: 42.3% Reading Grades 7-11 EL: 43.3% SWD: 41.43% SED: 49.3% AA: 34.6% Language: Grade 7: 34.6% Grade 8: 43.5% Grade 9: 45.5%	Math: (All 2025) Grade 7: 37.9% Grade 8: 47.3% Grade 9: 53.2% Grade 10: 49.1% Grade 11: 53.3% Math Grades 7-11 EL: 48.4% SWD: 47.8% SED: 47.7% AA: 41.8% Reading: Grade 7: 29.1% Grade 8: 39.2% Grade 9: 42.0% Grade 10: 40.2% Grade 11: 44.4% Reading Grades 7-11 EL: 47.3% SWD: 39.2% SED: 38.9% AA: 37.5% Language: Grade 7: 32.6% Grade 8: 46.8% Grade 9: 45.5%	N/A	Math: Grade 7: 44.8% Grade 8: 60.9% Grade 9: 61.1% Grade 10: 56.4% Grade 11: 59.2% Math Grades 7-11 EL: 53.6% SWD: 54.7% SED: 59.0% AA: 51.8% Reading: Grade 7: 37.7% Grade 8: 48.1% Grade 9: 48.64% Grade 10: 45.2% Grade 11: 48.3% Reading Grades 7-11 EL: 49.3% SWD: 47.43% SED: 55.3% AA: 40.6% Language: Grade 7: 40.6% Grade 8: 49.5% Grade 9: 51.5%	N/A

		Grade 10: 39.1% Grade 11: 40.8% <u>Language Grades 7-11</u> EL: 33.4% SWD: 29.3% SED: 55.6% AA: 40.8% Science: Grade 7: 35.2% Grade 8: 35.5% Grade 9: 41.2% Grade 10: 38.1% <u>Science Grades 7-10</u> EL: 33.3% SWD: 28.9% SED: 36.6% AA: 38.43%	Grade 10: 48.5% Grade 11: 46.5% <u>Language Grades 7-11</u> EL: 47.2% SWD: 41.2% SED: 43.7% AA: 32.7% <u>Science</u> Grade 7: 37.8% Grade 8: 40.5% Grade 9: 38.8% Grade 10: 42.0% <u>Science Grades 7-10</u> EL: 36.2% SWD: 30.9% SED: 39.5% AA: 32.9%		Grade 10: 45.1% Grade 11: 46.8% <u>Language Grades 7-11</u> EL: 39.4% SWD: 35.3% SED: 61.6% AA: 46.8% Science: Grade 7: 41.2% Grade 8: 41.5% Grade 9: 47.2% Grade 10: 44.1% <u>Science Grades 7-10</u> EL: 39.5% SWD: 34.9% SED: 42.6% AA: 43.4%	

M2.10	Percentage of students on LCAP survey who state they were provided or have access to a working chromebook or computing device at school. Local Metric State Priority: 1, 7	All: 98% (2025 LCAP Survey)	All: 98% (2025 LCAP Survey)	All: 99% (2026 LCAP Survey)	All: >97%	All: +1%
M2.11	Survey percentage of teachers who felt the collaboration day helped to improve their instructional strategies that will lead to increased student achievement. Local Metric State Priority: 2, 4	All: 88.3% (2025)	All: 88.3% (2025)	All: 86.4% (2026)	All: 90%	All: -1.9%

M2.12	Survey percentage of teachers participating in induction who felt the program improved their instructional strategies and delivery of lessons Local Metric. State Priority: 1, 2, 4	All: 91% (Teacher Induction Survey 2025)	All: 91% (Teacher Induction Survey 2025)	All: 97.5% (Teacher Induction Survey 2026)	All: 93%	All: +6.5%
M2.13	CAST Science Science Points on CA Dashboard State Priority: 4	All: 44.3 pts. EL: 36.8 pts. SED: 43.2 pts. FY: 34.9 pts. HY: 39.8 pts. SWD: 32.0 pts. AA: 41.3 pts. LTEL: 31.3 pts. (2024)	All: 44.3 pts. EL: 36.8 pts. SED: 43.2 pts. FY: 34.9 pts. HY: 39.8 pts. SWD: 32.0 pts. AA: 41.3 pts. LTEL: 31.3 pts. (2024)	All: 44.8 pts. EL: 37.4 pts. SED: 43.7 pts. FY: 47.9 pts. HY: 40.4 pts. SWD: 32.6 pts. AA: 42.9 pts. LTEL: 30.8 pts. (2025)	All: 47.3 pts. EL: 39.8 pts. SED: 46.2 pts. FY: 37.9 pts. HY: 42.8 pts. SWD: 35.0 pts. AA: 44.3 pts. LTEL: 34.3 pts.	All: +0.5 pts. EL: +0.6 pts. SED: +0.5 pts. FY: +13.0 pts. HY: +0.6 pts. SWD: +0.6 pts. AA: +1.6 pts. LTEL: -0.5 pts. (2025)
M2.14	Survey percentage of GATE students who felt their acceleration and enrichment activities created greater interest in lessons being taught. Local Metric State Priority: 5, 8	All: 80% (2025 GATE Survey)	All: 80% (2025 GATE Survey)	All: 82% (2026 GATE Survey)	All: 82%	All: +2%

M2.15	Teacher Credentialing Clear (% of FTE) CA Dashboard State Priority: 1	93% (2023)	94.5% (2024)	92% (2025)	Maintain 93+%	-1.0%
M2.16	Early Assessment Program (EAP) Percentage of Students Met or Exceeded Math & English (11th Grade) CA Dashboard State Priority 4	Math: All: 12.68% EL: 0.70% SED: 10.92% FY: Low enroll SWD: 1.13% English L/A: All: 38.43% EL: 1.58% SED: 35.40% FY: low enroll SWD: 6.25% (2023) LTEL: 11.97% (2024)	Math: All: 13.45% EL: 0.00% SED: 12.00% FY: Low enroll SWD: 0.00% English L/A: All: 46.86% EL: 7.95% SED: 44.17% FY: low enroll SWD: 8.33% LTEL: 11.97% (2024)	Math: All: 16.94% EL: 1.50% SED: 15.50% FY: Low enroll SWD: 1.20% English L/A: All: 45.67% EL: 4.69% SED: 43.80% FY: low enroll SWD: 12.58% LTEL: 10.84% (2025)	Math: All: 19.94% EL: 8.0% SED: 19.5% FY: Low enroll SWD: 9.20% English L/A: All: 47.43% EL: 11.5% SED: 45.40% FY: low enroll SWD: 15.58% LTEL: 13.97%	Math: All: +4.26% EL: +0.80% SED: +4.58% FY: Low enroll SWD: +0.07% English L/A: All: +7.24% EL: +3.11% SED: +8.40% FY: low enroll SWD: +6.33% LTEL's: -1.13% (2025)

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The overall implementation of Goal 2 demonstrated strong alignment between planned actions and actual implementation across the district. Most actions were fully implemented as planned, reflecting the district's commitment to preparing all students for college and career success through rigorous instruction in literacy and mathematics.

Fully Implemented Actions: Actions 2.1-2.6, 2.9-2.22, 2.24-2.25 were all fully implemented as planned, with no substantive differences in implementation.

Actions planned or implemented with substantive differences: 2.7-2.8, 2.23

Action 2.1: English Language Arts (ELA) Support – This action was fully implemented as planned with no substantive differences. The district successfully provided additional ELA teachers at each middle school and high school, along with a high school ELA Teacher on Assignment to support intervention efforts for low-income, English Learner, and foster youth students. A key success was the implementation of interventions for students, support for literacy and the continued increase in teachers LETR's and UFLI trained for the overall implementation of the Science of Reading Programs. No challenges were reported.

Action 2.2: Mathematics (Math) Support – This action was fully implemented as planned with no substantive differences. The district successfully provided additional Math teachers at each middle school and high school, along with a high school Math Teacher on Assignment to support intervention and smaller class sizes. A key success was the Building Thinking Classrooms strategy continued to be implemented at all middle and high schools and expanded into some elementary schools. No challenges were reported.

Action 2.3: Summer School – This action was fully implemented as planned with no substantive differences. The district provided personnel and instructional materials at middle and high schools to support both enrichment and remediation for unduplicated students. A key success was the program's contribution to improved graduation rates and credit recovery opportunities and students being provided opportunities for enrichment or to get ahead so they can complete pathways during their high school careers. No challenges were reported.

Action 2.4: Elementary Instructional Support – This action was fully implemented as planned with no substantive differences. Elementary sites received TOAs, instructional materials, and training to support reading, math, and assessment interventions. A key success was the effective support TOAs provided for literacy and math interventions across all elementary sites and the continued increase in teachers who are LETR's and UFLI trained to support knowledge of the science of reading. There were no challenges to implementation.

Action 2.5: DIBELS Amplify Online – This action was fully implemented as planned with no substantive differences. The district provided the DIBELS Amplify Online Assessment and teacher release time to assess reading proficiency and identify students for intervention. A key success was the consistent assessment of students' literacy levels. No challenges were reported.

Action 2.6: MS MESA – This action was fully implemented as planned with no substantive differences. Middle school sites successfully provided MESA teachers and instructional materials to offer MESA courses focused on math and science skills acquisition. A key success was the offering of MESA Math and Science courses as well as instructional resources at all middle schools. No challenges were reported.

Action 2.7: Site/Department Support – This action was fully implemented with a greater level that what was planned leading to a substantive difference. The district continued to support school sites based on their SPSAs, providing instructional materials, technology, and professional development to target the specific needs of unduplicated students. A key success was the ability of sites to tailor support to their unique student populations. We were able to increase funding and support for more instructional materials such as Project Based Learning and enrichment opportunities for students. In addition, some sites were able to add Step-up-to writing as a supplement, provide

organizational supplies (Folders, agendas, paper, pencils, etc.) to students, and support increases in technology supplies and programs like SAT prep, 5 Star, and other supplemental technology. No challenges were reported.

Action 2.8: NGSS/Math Materials – This action was fully implemented at a greater level than what was planned which created a substantive difference. The district provided secondary teachers with supplementary instructional materials to enhance math and science instruction. A key success was the provision of Building Thinking Classroom books and materials and science materials to support enhanced instruction. In addition elementary sites were provided STEAM supplies to support students in the classroom. We also finished our Elementary math adoption in the Spring using other funding sources. No challenges were reported.

Action 2.9: Library Support – This action was fully implemented as planned with no substantive differences. The district provided library media technicians at all sites and middle school librarians to support literacy and increase access to the library and support for technology and literacy. A key success was the strengthened literacy access across the district. No challenges were reported.

Action 2.10: Library: K-12 Library Materials – This action was fully implemented as planned with no substantive differences. The district continued increasing both print and digital library resources, including books in English and Spanish. A key success was the expanded collection of reading materials to promote reading engagement for low-income and English Learner students. No challenges were reported.

Action 2.11: Special Education: Middle School Support – This action was fully implemented as planned with no substantive differences. The district provided Special Education teachers at select middle schools to ensure equitable access to grade-level curriculum. A key success was the equitable access to Special Education teachers, allowing for more focused support and individualized attention. No challenges were reported.

Action 2.12: Special Education: Instructional Support – This action was fully implemented as planned with no substantive differences. Pupil Personnel Services provided instructional assistants to support special education students with core academic content knowledge acquisition. A key success was the direct support provided to special education students across the district. No challenges were reported.

Action 2.13: Special Education: Instructional Materials Support – This action was fully implemented as planned with no substantive differences. Special Education teachers purchased instructional materials to support improved student outcomes in ELA and Mathematics. A key success was the availability of materials specifically designed to support special education students. No challenges were reported.

Action 2.14: Student Technology – This action was fully implemented as planned with no substantive differences. School sites maintained a 1:1 student-to-device ratio to ensure equitable access to technological resources. A key success was that all students received Chromebooks, and those in need were also provided with hotspots for internet access. No challenges were reported.

Action 2.15: Technology Support Staff – This action was fully implemented as planned with no substantive differences. The district provided Educational Technology Curriculum Program Specialists and technology support staff to assist teachers with technology integration. A key success was the crucial role technology support staff played in assisting teachers across the district. No challenges were reported.

Action 2.16: Teacher Collaboration Days – This action was fully implemented as planned with no substantive differences. The district provided collaboration days for teachers to work on improved lesson design and differentiated instructional strategies focused on improving outcomes for English Learner and LTEL students. A key success was that teachers reported the collaboration helped improve their instructional strategies. A challenge encountered was that not all teachers took advantage of the additional collaboration day offered outside the school calendar, which limited the potential for further professional development.

Action 2.17: Teacher Induction – This action was fully implemented as planned with no substantive differences. The district continued to participate in an induction program to assist new teachers in their first two years of teaching. A key success was the structured support provided to new teachers in instructional planning and delivery. No challenges were reported.

Action 2.18: Classroom Instructional Support – This action was fully implemented as planned with no substantive differences. School sites provided instructional assistants, including paraprofessionals, to support low-income and English Learner students with core academic content and language acquisition. A key success was the direct support instructional assistants provided for academic content and language acquisition. No challenges were reported.

Action 2.19: Alludo License – This action was fully implemented as planned with no substantive differences. The district provided teachers access to the Alludo technology platform for online professional learning. A key success was that online trainings housed in Alludo continued to grow, and teachers actively accessed and participated in the professional learning provided. No challenges were reported.

Action 2.20: Elementary Illuminate – This action was fully implemented as planned with no substantive differences. Elementary teachers continued to utilize Illuminate to support student assessment and interventions. A key success was the effective support for student assessment and interventions at the elementary level. No challenges were reported.

Action 2.21: Science Fair Support – This action was fully implemented as planned with no substantive differences. The district continued to support implementation of NGSS standards and student engagement in science. Key successes included supplemental support for science classes, support for District and County Science Fair coordinators and participating students, support for the STEAM Expo. No challenges were reported.

Action 2.22: PSAT Testing for 8th Grade – This action was fully implemented as planned with no substantive differences. Middle school AVID teachers provided the PSAT 8 to 8th grade students across the district. A key success was the successful offering of the PSAT to 8th graders districtwide. No challenges were reported.

Action 2.23: Gifted and Talented Education (GATE): Site and Teacher Support – This action was implemented at a reduced level than planned which made for a substantive difference. The district supported sites in providing instructional materials and conducting co-curricular activities for GATE students. Key successes included the focus on providing instructional materials and co-curricular activities aimed at increasing student outcomes, and the hosting of two GATE parent nights where students and parents participated in GATE activities. Costs were lower than expected and due to site funding increases for other materials and field trips, sites did not spend their entire budget. No other challenges were reported.

Action 2.24: Teacher Retention – This action was fully implemented as planned with no substantive differences. The district retained elementary, middle school, and high school teachers to lower class sizes and increase individualized attention for unduplicated students. Key successes included the decrease in the number of combination grade classes, more Advanced Placement offerings at high schools, and decreased student-teacher ratios. No challenges were reported.

Action 2.25: Equity & Achievement Support – This action was fully implemented as planned with no substantive differences. The Design Plan Advisory and equity coordinator supported the work of the CJUSD Design Plan, focusing on systems alignment and targeted support for student groups eligible for Differentiated Assistance. Key successes included the continuation of Design Plan work and the professional learning framework, the focused support for differentiated assistance groups, and continued systems alignment work across the district. No challenges were reported.

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

In goal 2 Student Achievement there were some material differences between budgeted expenditures and estimated actual expenditures.

These actions and services included:

Goal 2 Action 7: Site/Department Support was over-budget due to increases in one-time funding that enabled up to purchase extra instructional materials and technology for school sites including Project Based Learning and enrichment opportunities for students. In addition, some sites were able to add Step-up-to writing as a supplement, provide organizational supplies (Folders, agendas, paper, pencils, etc.) to students, and support increases in technology supplies and programs like SAT prep and 5 Star.

Goal 2 Action 8: NGSS/Math Materials was over-budget due to the purchase of STEAM project supplies throughout our elementary school sites, purchasing supplemental books and supplies to implement Building Thinking Classrooms at the Secondary level and our elementary Eureka Math book adoption purchase using other funding sources.

Goal 2 Action 19: The Alludo license was over budget due to an increase in the cost of the program over what was budgeted.

Goal 2 Action 20: The Illuminate program funding was under budget due to decreased cost of the program.

Goal 2 Action 21: Science Fair Support was under budget due to being able to use items from prior years to support the needs of the training and event.

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

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

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

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

Action 2.1 – English Language Arts (ELA) Support

Aligned Metrics: M2.1, M2.2, M2.16

Action 2.1 provides one additional ELA teacher at each middle school and high school and one high school ELA Teacher on Assignment (TOA) to provide intervention and support for low income, English Learner, and Foster Youth students to provide smaller class sizes, interventions, and support to increase outcomes in ELA.

This action demonstrates moderate effectiveness to date.

-M2.1 (CAASPP ELA Distance from Standard – District Level): The All Students group improved by +10.8 DFS from baseline. English Learners (EL) showed strong growth at +14.9 DFS, Socioeconomically Disadvantaged (SED) students improved by +11.5 DFS, Students with Disabilities (SWD) gained +10.9 DFS, Homeless Youth (HY) improved by +3.0 DFS, Long-Term English Learners (LTELs) improved by +5.3 DFS, and Foster Youth (FY) showed modest growth at +2.9 DFS. Middle Schools improved by +16.3 DFS and High Schools by +20.0 DFS, indicating that the additional ELA teachers and TOA at the secondary level are contributing meaningfully. However, African American (AA) students showed a slight decline of -0.4 DFS from baseline.

-M2.2 (CAASPP ELA Distance from Standard – Site Level): Widespread improvement is evident across most school sites. At the middle school level, Colton MS improved for All Students (+22.3 DFS), EL (+35.0 DFS), LI (+22.5 DFS), SWD (+26.6 DFS), and HI (+21.3 DFS). Ruth O. Harris

improved for All (+29.4 DFS), EL (+41.1 DFS), LI (+29.5 DFS), SWD (+37.3 DFS), AA (+19.6 DFS), and HI (+32.4 DFS). At the high school level, Bloomington HS showed notable gains for EL (+38.3 DFS), SWD (+37.1 DFS), LI (+14.8 DFS), and HI (+13.6 DFS). Colton HS showed strong EL improvement (+33.1 DFS) and SWD (+10.6 DFS). Grand Terrace HS showed AA improvement (+41.5 DFS). Slover Mountain showed increases for All Students (+1.7 DFS), LI (+2.1 DFS), and HI (+5.4 DFS). Areas of concern include Wilson SWD (-24.5 DFS), Zimmerman SWD (-8.2 DFS), and McKinley EL (-6.4 DFS).

-M2.16 (Early Assessment Program – 11th Grade ELA): All Students improved by +7.24% from baseline, SED students improved by +8.40%, EL students improved by +3.11%, and SWD students improved by +6.33%. However, LTELs declined by -1.13%, suggesting that while overall 11th grade ELA readiness is improving, Long-Term English Learners may need additional targeted intervention.

Overall, Action 2.1 is demonstrating moderate effectiveness in improving ELA outcomes for EL, SED, and SWD students across the district, with particularly strong results at the secondary level. The gains for EL students (+14.9 DFS on M2.1, +3.11% on M2.16) and SED students (+11.5 DFS on M2.1, +8.40% on M2.16) are encouraging. Continued attention is needed for Foster Youth (+2.9 DFS), African American students (-0.4 DFS), and LTELs (-1.13%) on the EAP.

Action 2.2 – Mathematics (Math) Support

Aligned Metrics: M2.3, M2.4, M2.16

Action 2.2 provides one additional Math teacher at each middle school and high school and one high school Math Teacher on Assignment (TOA) to provide intervention and support for low income, English Learners, and Foster Youth to provide smaller class sizes, interventions, and support to increase outcomes in Math.

This action demonstrates moderate effectiveness to date.

-M2.3 (CAASPP Math Distance from Standard – District Level): The All Students group improved by +6.7 DFS from baseline. Middle Schools showed strong improvement at +16.2 DFS and High Schools at +15.5 DFS, suggesting the additional math teachers and TOA at the secondary level are having a positive impact. EL students improved by +6.3 DFS, SED students by +7.1 DFS, SWD by +5.3 DFS, Homeless Youth (HY) by +5.1 DFS, and LTELs by +1.8 DFS. African American (AA) students showed minimal change at +0.8 DFS. However, Foster Youth (FY) declined by -15.1 DFS from baseline, which is an area of concern.

-M2.4 (CAASPP Math Distance from Standard – Site Level): Results are mixed across sites. At the middle school level, Ruth O. Harris showed improvement for All Students (+31.9 DFS), EL (+36.1 DFS), LI (+31.1 DFS), SWD (+20.6 DFS), AA (+28.0 DFS), and HI (+33.5 DFS). Colton MS improved for All (+11.9 DFS), EL (+20.6 DFS), HY (+19.3 DFS), LI (+13.0 DFS), SWD (+12.0 DFS), and HI (+10.3 DFS). Terrace Hills showed growth for EL (+20.8 DFS). At the high school level, Bloomington HS showed strong gains for EL (+46.3 DFS) and SWD (+40.5 DFS). Colton HS improved for EL (+30.3 DFS) and SWD (+23.3 DFS). Grand Terrace HS showed strong AA improvement (+38.1 DFS). However, Slover Mountain declined for All Students (-20.6 DFS), LI (-18.9 DFS), and HI (-22.2 DFS). At the elementary level, areas of concern include McKinley EL (-23.0 DFS) and Crestmore SWD (-4.8 DFS).

-M2.16 (Early Assessment Program – 11th Grade Math): All Students improved by +4.26% from baseline, SED students improved by +4.58%, EL students showed modest growth at +0.80%, and SWD students showed minimal growth at +0.07%.

Overall, Action 2.2 is showing moderate effectiveness, with encouraging gains at the middle school and high school levels for most student groups. The significant decline for Foster Youth (-15.1 DFS on M2.3) and the challenges at Slover Mountain require focused attention. The minimal EAP math

gains for EL (+0.80%) and SWD (+0.07%) suggest that additional targeted interventions may be needed to support college readiness in mathematics for these groups.

Action 2.3 – Summer School

Aligned Metrics: M2.5 and M2.6

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline.

-On M2.5 (Graduation Rate – District Level), the All Students graduation rate improved by +5.7% from baseline. Every student group showed positive growth: EL students improved by +10.1%, SED students by +5.9%, Foster Youth by +17.3%, Homeless Youth (HY) by +10.7%, SWD by +9.5%, African American (AA) students by +9.9%, and LTELs by +2.0%. The strong gains for Foster Youth (+17.3%) and EL students (+10.1%) are particularly noteworthy and suggest that summer school programs are providing meaningful credit recovery and enrichment opportunities that are helping unduplicated students stay on track for graduation.

-On M2.6 (Graduation Rate – Site Level, Colton HS), EL students improved by +3.8% and SWD improved by +13.4%. These are substantial gains at a site that had previously shown some of the lowest graduation rates for these student groups.

Overall, Action 2.3 is demonstrating strong effectiveness in supporting graduation outcomes for all student groups, with particularly impressive results for Foster Youth, EL, SWD, and Homeless Youth. The summer school programs appear to be providing critical support for unduplicated students in completing graduation requirements.

Action 2.4 – Elementary Instructional Support

Aligned Metrics: M2.7 and M2.8

This action demonstrates mixed effectiveness to date.

-M2.7 (iReady Diagnostic Results Grades K-6 at Tier 1 – Reading): The All Students group gained +2% from baseline (from 37% to 39%). English Learners (EL) showed no change at +-0% from baseline (remaining at 20%), indicating that the TOA support and reading interventions have not yet produced measurable improvement in reading proficiency for this student group. Socioeconomically Disadvantaged (SED) students showed no change at +-0% from baseline. Foster Youth (FY) declined by -8% from baseline (from 29% to 21%). Students with Disabilities (SWD) gained +2% from baseline (from 11% to 13%). GATE students declined -11% from baseline (from 75% to 64%). GATE EL students gained +1% from baseline. GATE SED students declined -8% from baseline (from 72% to 64%).

-M2.7 (iReady Diagnostic Results Grades K-6 at Tier 1 – Math): The All Students group gained +2% from baseline (from 27% to 29%). English Learners (EL) gained +2% from baseline (from 13% to 15%). Socioeconomically Disadvantaged (SED) students gained +8% from baseline (from 20% to 28%), which is a notable positive gain. Foster Youth (FY) gained +3% from baseline (from 17% to 20%). Students with Disabilities (SWD) gained +1% from baseline (from 8% to 9%). GATE EL students gained +11% from baseline (from 26% to 37%), which is a

strong positive indicator. However, GATE students declined -5% from baseline (from 71% to 66%) and GATE SED students declined -2% from baseline (from 68% to 66%).

-M2.8 (K-2 Reading Fluency DIBELS at or above benchmark): The All Students group gained +3% from baseline (from 49% to 52%). Socioeconomically Disadvantaged (SED) students gained +5% from baseline (from 46% to 51%), reflecting positive progress. Foster Youth (FY) gained +2% from baseline (from 35% to 37%). Students with Disabilities (SWD) gained +1% from baseline (from 27% to 28%). However, English Learners (EL) declined by -8% from baseline (from 49% to 41%), which is a possible indicator that the TOA-led reading fluency interventions have not yet been effective for English Learners in the early grades.

Overall, the TOAs and associated training and materials appear to be more effective in supporting math outcomes than reading outcomes for unduplicated students. In Math on M2.7, SED students (+8%), FY (+3%), and EL (+2%) show encouraging gains. On M2.8, SED students (+5%) and FY (+2%) show positive movement in early reading fluency. However, the decline for EL students on M2.8 (-8%) and the significant decline for Foster Youth in reading on M2.7 (-8%) indicate that additional targeted reading intervention strategies may be needed to strengthen early literacy outcomes for English Learners and Foster Youth specifically.

Action 2.5 – DIBELS Amplify Online

Aligned Metrics: M2.8

This action demonstrates mixed effectiveness to date.

-M2.8 (K-2 Reading Fluency DIBELS at or above benchmark): The All Students group gained +3% from baseline (from 49% to 52%), indicating positive movement in early reading fluency. Socioeconomically Disadvantaged (SED) students gained +5% from baseline (from 46% to 51%), reflecting meaningful progress for this student group. Foster Youth (FY) gained +2% from baseline (from 35% to 37%), showing modest positive movement. Students with Disabilities (SWD) gained +1% from baseline (from 27% to 28%). However, English Learners (EL) declined by -8% from baseline (from 49% to 41%), which indicates that the DIBELS assessment and identification process has not yet translated into improved reading fluency outcomes for English Learners in the early grades.

-Overall, the DIBELS Amplify Online assessment is supporting the identification of students for intervention and contributing to positive gains in early reading fluency for SED students (+5%) and Foster Youth (+2%) on M2.8. However, the significant decline for English Learners (-8%) suggests that while the assessment tool may be effectively identifying EL students who need support, the resulting interventions have not yet produced improved reading fluency outcomes for this student group. Additional attention may be needed to ensure that the data generated by DIBELS is being used to inform targeted, linguistically responsive reading interventions specifically designed for English Learners.

Action 2.6 – MS MESA

Aligned Metrics: M2.3, M2.4, M2.13

Action 2.6 provides MESA Teachers (4) and instructional materials to provide MESA courses to students to provide opportunities to focus on math skills and to improve mathematics outcomes for low income, English learners, and Foster Youth students.

This action demonstrates mixed effectiveness to date.

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS from baseline. Middle Schools showed strong improvement at +16.2 DFS, which is particularly relevant since MESA is a middle school program. EL students improved by +6.3 DFS, SED students improved by +7.1 DFS, SWD improved by +5.3 DFS, HY improved by +5.1 DFS, and LTELs improved by +1.8 DFS. AA students showed minimal change at +0.8 DFS. However, FY declined by -15.1 DFS from baseline.

-M2.4 (CAASPP Math – Site Level): At the middle school level, results were mixed. Ruth O. Harris showed gains for All Students (+31.9 DFS), EL (+36.1 DFS), LI (+31.1 DFS), SWD (+20.6 DFS), AA (+28.0 DFS), and HI (+33.5 DFS). Colton MS improved for All (+11.9 DFS), EL (+20.6 DFS), HY (+19.3 DFS), LI (+13.0 DFS), SWD (+12.0 DFS), and HI (+10.3 DFS). Terrace Hills showed growth for EL (+20.8 DFS). However, specific middle school site-level declines were not noted for MESA-specific groups beyond the broader trends.

-M2.13 (CAST Science): The All Students group showed minimal improvement at +0.5 points from baseline. EL students improved by +0.6 points, SED students by +0.5 points, AA students by +1.6 points, and FY by +13.0 points. HY improved by +0.6 points, SWD improved by +0.6 points, and LTELs declined by -0.5 points from baseline.

The MESA program appears to be contributing to the middle school math gains seen on M2.3 and M2.4, particularly for EL and SED students. The strong middle school improvement of +16.2 DFS on M2.3 is encouraging. The science outcomes on M2.13 remain relatively flat for most student groups, with the exception of FY (+13.0 points, though this may be influenced by small sample size). The decline for FY in math (-15.1 DFS on M2.3) is a broader concern. Overall, this action is showing moderate effectiveness for EL and SED students in math, with limited impact on science outcomes.

Action 2.7 – Site/Department Support

Aligned Metrics: M2.1, M2.2, M2.3, M2.4

Action 2.7 continues to support the direction of school sites based on their SPSAs and provides instructional materials to teachers to target the specific needs of their low income, English Learners, and foster youth with interventions, instructional materials, technology, assemblies, and professional development for teachers to promote student achievement.

This action demonstrates moderate effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS from baseline. EL students improved by +14.9 DFS, SED students by +11.5 DFS, SWD by +10.9 DFS, HY by +3.0 DFS, LTELs by +5.3 DFS, and FY by +2.9 DFS. AA students showed a slight decline of -0.4 DFS.

-M2.2 (CAASPP ELA – Site Level): Broad-based gains are evident across most sites. Notable gains include Ruth O. Harris (All +29.4 DFS, EL +41.1 DFS, LI +29.5 DFS, SWD +37.3 DFS, AA +19.6 DFS, HI +32.4 DFS), Colton MS (All +22.3 DFS, EL +35.0 DFS, LI +22.5 DFS, SWD +26.6 DFS, HI +21.3 DFS), Bloomington HS (EL +38.3 DFS, SWD +37.1 DFS, LI +14.8 DFS), and Grand Terrace HS (AA +41.5 DFS). Areas of concern include Wilson SWD (-24.5 DFS), Zimmerman SWD (-8.2 DFS), and McKinley EL (-6.4 DFS).

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, HY by +5.1 DFS, and LTELs by +1.8 DFS. AA showed minimal change at +0.8 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): Strong gains at many sites including Ruth O. Harris (All +31.9 DFS, EL +36.1 DFS, LI +31.1 DFS, AA +28.0 DFS, HI +33.5 DFS), Colton MS (All +11.9 DFS, EL +20.6 DFS, HY +19.3 DFS, LI +13.0 DFS), Bloomington HS (EL +46.3 DFS, SWD +40.5 DFS), and Grand Terrace HS (AA +38.1 DFS). Areas of concern include Slover Mountain (All -20.6 DFS, LI -18.9 DFS, HI -22.2 DFS), McKinley EL (-23.0 DFS), and Crestmore SWD (-4.8 DFS).

The site-based approach allows schools to tailor support to their unique populations, which is reflected in the broad-based gains. The decline for FY in Math (-15.1 DFS on M2.3) and the challenges at Slover Mountain and select elementary sites indicate that continued refinement of site-level strategies is needed. For EL, SED, and FY students.

Action 2.8 – NGSS/Math Materials

Aligned Metrics: M2.3, M2.4, M2.13

Action 2.8 provides secondary teachers supplementary instructional materials to enhance and support instruction principally directed to low-income, foster youth, English learners, and LTELs to support improved math and science outcomes.

This action demonstrates moderate effectiveness to date.

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. Middle Schools improved by +16.2 DFS and High Schools by +15.5 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, and LTELs by +1.8 DFS. FY declined by -15.1 DFS, and AA showed minimal change at +0.8 DFS.

-M2.4 (CAASPP Math – Site Level): At the secondary level, Bloomington HS showed strong gains for EL (+46.3 DFS) and SWD (+40.5 DFS). Colton HS improved for EL (+30.3 DFS) and SWD (+23.3 DFS). Grand Terrace HS AA improved by +38.1 DFS. Ruth O. Harris showed substantial gains across all groups. Slover Mountain showed declines for All (-20.6 DFS), LI (-18.9 DFS), and HI (-22.2 DFS).

-M2.13 (CAST Science): The All Students group showed minimal improvement at +0.5 points from baseline. EL improved by +0.6 points, SED by +0.5 points, AA by +1.6 points, and FY by +13.0 points. HY improved by +0.6 points, SWD improved by +0.6 points, and LTELs declined by -0.5 points.

The supplementary math materials, including Building Thinking Classrooms resources, appear to be contributing to the secondary math gains on M2.3 and M2.4, particularly for EL and SWD students at comprehensive high schools. The science outcomes on M2.13 remain relatively flat. The decline for FY on M2.3 (-15.1 DFS) and the challenges at Slover Mountain suggest that supplementary materials alone may not be sufficient without aligned instructional strategies for these populations. For EL, FY, and SED students, this action is moderately effective in math but showing limited effectiveness in science.

Actions 2.9 & 2.10 – Library Support and K-12 Library Materials

Aligned Metrics: M2.1, M2.2, M2.3, M2.4

Action 2.9 provides library media technicians (26) at all sites and middle school librarians (4) to support literacy and increase access to the library for low income and English Learners to support student success in ELA. Action 2.10 continues increasing both print and digital library resources and books in English and Spanish to provide increased access to reading materials for low income and English Learner students to support increased outcomes in ELA.

These actions demonstrate strong effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS from baseline. English Learners (EL) showed strong growth at +14.9 DFS, Socioeconomically Disadvantaged (SED) students improved by +11.5 DFS, Students with Disabilities (SWD) gained +10.9 DFS, Homeless Youth (HY) improved by +3.0 DFS, Foster Youth (FY) improved by +2.9 DFS, and Long-Term English Learners (LTELs) improved by +5.3 DFS. African American (AA) students showed a slight decline of -0.4 DFS from baseline. The strong ELA gains for EL and SED students suggest that the combination of library staffing and expanded bilingual library collections is contributing to improved literacy outcomes for the student groups these actions are principally directed toward.

-M2.2 (CAASPP ELA – Site Level): Broad-based gains are evident across most school sites. Notable gains for EL students include Ruth O. Harris EL (+41.1 DFS), Sycamore Hills EL (+40.6 DFS), Bloomington HS EL (+38.3 DFS), Mary B. Lewis EL (+35.6 DFS), Colton MS EL (+35.0 DFS), Colton HS EL (+33.1 DFS), and Rogers EL (+32.1 DFS). For SED/LI students, Ruth O. Harris LI improved by +29.5 DFS, Colton MS LI by +22.5 DFS, and Bloomington HS LI by +14.8 DFS. The availability of bilingual library materials in English and Spanish (Action 2.10) is particularly relevant to the strong EL gains at sites across the district. Areas of concern include Wilson SWD (-24.5 DFS), Zimmerman SWD (-8.2 DFS), and McKinley EL (-6.4 DFS).

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS from baseline. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, HY by +5.1 DFS, and LTELs by +1.8 DFS. AA showed minimal change at +0.8 DFS. FY declined by -15.1 DFS from baseline, which is a concern across multiple actions in this goal.

-M2.4 (CAASPP Math – Site Level): While libraries are more directly associated with literacy, the access to technology, research resources, and academic support provided through library staffing also contributes to the broader math improvements. At the middle school level, Ruth O. Harris showed gains for All (+31.9 DFS), EL (+36.1 DFS), LI (+31.1 DFS), SWD (+20.6 DFS), AA (+28.0 DFS), and HI (+33.5 DFS). Colton MS improved for All (+11.9 DFS), EL (+20.6 DFS), HY (+19.3 DFS), LI (+13.0 DFS), SWD (+12.0 DFS), and HI (+10.3 DFS). At the high school level, Bloomington HS showed strong gains for EL (+46.3 DFS) and SWD (+40.5 DFS). Grand Terrace HS AA improved by +38.1 DFS. Colton HS improved for EL (+30.3 DFS) and SWD (+23.3 DFS). Areas of concern include Slover Mountain All (-20.6 DFS), LI (-18.9 DFS), and HI (-22.2 DFS), and McKinley EL (-23.0 DFS).

The combination of 26 library media technicians and 4 middle school librarians (Action 2.9) with expanded print and digital library resources in English and Spanish (Action 2.10) is providing a comprehensive library support system that is contributing to the strong ELA gains for EL students (+14.9 DFS on M2.1) and SED students (+11.5 DFS on M2.1). Libraries serve as critical access points for reading materials, technology, academic support, and language acquisition resources, which are particularly important for LI and EL students who may have limited access to such resources outside of school. The bilingual collections ensure that English Learners can access materials in their home language while building English proficiency. The decline for FY in Math (-15.1 DFS on M2.3) is a broader concern across multiple actions and is not specific to library support. Overall, these actions are strongly effective in supporting progress toward the goal for EL and LI students.

Action 2.11 – Special Education: Middle School Support

Aligned Metrics: M1.5, M2.1, M2.2, M2.3, M2.4

Action 2.11 provides two Special Education Teachers at select middle schools to provide equitable access to grade level curriculum for special education students to support special education student achievement.

This action demonstrates mixed effectiveness to date.

-M1.5 (Percentage of Special Education Students in <40% General Education): The All Students group increased by +1.8% from baseline (from 18% to 19.8%), which represents movement in an undesirable direction as the goal is to decrease the percentage of students in the most restrictive settings. However, the Middle School (MS) group showed a positive decrease of -0.9% (from 12% to 11.1%), indicating that at the middle school level, fewer special education students are being placed in the most restrictive settings.

-M2.1 (CAASPP ELA – District Level): SWD students improved by +10.9 DFS from baseline, and Middle Schools overall improved by +16.3 DFS.

-M2.2 (CAASPP ELA – Site Level): Middle school SWD students showed gains at Colton MS SWD (+26.6 DFS) and Ruth O. Harris SWD (+37.3 DFS).

-M2.3 (CAASPP Math – District Level): SWD students improved by +5.3 DFS from baseline, and Middle Schools improved by +16.2 DFS.

-M2.4 (CAASPP Math – Site Level): Middle school SWD students showed gains at Colton MS (+12.0 DFS) and Ruth O. Harris (+20.6 DFS).

Action 2.11 is showing positive results at the middle school level for SWD students in both ELA and Math, with particularly strong ELA gains. The decrease in the percentage of middle school SWD students in the most restrictive settings (-0.9% on M1.5) is also encouraging. The district-wide increase in the percentage of SWD students in <40% general education (+1.8%) warrants continued monitoring.

Action 2.12 – Special Education: Instructional Support

Aligned Metrics: M1.5, M2.1, M2.2, M2.3, M2.4

Action 2.12 provides Instructional Assistants (53) for 6-hours a day to support special education students with core academic content knowledge acquisition.

This action demonstrates moderate effectiveness to date.

-M1.5 (Percentage of Special Education Students in <40% General Education): The All Students group increased by +1.8% from baseline, moving in an undesirable direction. The Middle School group improved by -0.9%.

-M2.1 (CAASPP ELA – District Level): SWD students improved by +10.9 DFS from baseline.

-M2.2 (CAASPP ELA – Site Level): SWD students showed gains at many sites, including Grand Terrace Elementary (+69.8 DFS), D'Arcy (+38.5 DFS), Ruth O. Harris (+37.3 DFS), Rogers (+25.8 DFS), Sycamore Hills (+22.5 DFS), Smith (+17.3 DFS), Terrace View (+13.9 DFS), Mary B. Lewis (+11.5 DFS), and Crestmore (+4.6 DFS). However, some sites showed declines, including Wilson SWD (-24.5 DFS) and Zimmerman SWD (-8.2 DFS).

-M2.3 (CAASPP Math – District Level): SWD students improved by +5.3 DFS from baseline.

-M2.4 (CAASPP Math – Site Level): SWD students showed gains at many sites, including Bloomington HS (+40.5 DFS), D'Arcy (+36.6 DFS), Smith (+23.6 DFS), Ruth O. Harris (+20.6 DFS), Sycamore Hills (+20.2 DFS), Rogers (+19.5 DFS), Birney (+13.0 DFS), Colton MS (+12.0 DFS), Mary B. Lewis (+10.7 DFS), Wilson (+9.6 DFS), and Colton HS (+23.3 DFS). Areas of concern include Crestmore SWD (-4.8 DFS).

Overall, Action 2.12 is showing moderate effectiveness, with positive gains for SWD students in both ELA and Math at many sites. The variability across sites suggests that the impact of instructional assistants may depend on factors such as training, collaboration with classroom teachers, and site-level implementation. The district-wide increase in restrictive placements on M1.5 (+1.8%) is an area that warrants continued attention.

Action 2.13 – Special Education: Instructional Materials Support

Aligned Metrics: M1.5, M2.1, M2.2, M2.3, M2.4

Action 2.13 provides instructional materials for special education students to use in the classroom to support improved special education student outcomes in ELA and Mathematics.

This action demonstrates moderate effectiveness to date.

-M1.5 (Percentage of Special Education Students in <40% General Education): The Middle School group improved by -0.9% while the district-wide percentage increased by +1.8%.

-M2.1 (CAASPP ELA – District Level): SWD students improved by +10.9 DFS from baseline.

-M2.2 (CAASPP ELA – Site Level): The instructional materials support contributes to the site-level SWD gains, with strong improvements at Grand Terrace Elementary SWD (+69.8 DFS), D'Arcy SWD (+38.5 DFS), Ruth O. Harris SWD (+37.3 DFS), Bloomington HS SWD (+37.1 DFS), and Colton MS SWD (+26.6 DFS). Declines at Wilson SWD (-24.5 DFS) and Zimmerman SWD (-8.2 DFS) suggest that materials alone may not be sufficient without aligned instructional strategies.

-M2.3 (CAASPP Math – District Level): SWD students improved by +5.3 DFS from baseline.

-M2.4 (CAASPP Math – Site Level): SWD students showed gains at many sites as noted in Action 2.12.

Overall, Action 2.13 is contributing to the moderate effectiveness seen in SWD outcomes across the district. The instructional materials are a necessary complement to the staffing provided in Actions 2.11 and 2.12, and the combined effect is producing positive results for SWD students in both ELA (+10.9 DFS) and Math (+5.3 DFS) at most sites.

Actions 2.14 & 2.15 – Student Technology and Technology Support Staff

Aligned Metrics: M2.1, M2.2, M2.3, M2.4, M2.10

Action 2.15 provides Educational Technology Curriculum Program Specialists (4) and technology support staff (21) to assist teachers in integrating technology into lessons and support the use of instructional technology on school sites, principally directed toward low income, English Learner, and Foster Youth students.

This action demonstrates strong effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. EL improved by +14.9 DFS, SED by +11.5 DFS, SWD by +10.9 DFS, FY by +2.9 DFS, and LTELs by +5.3 DFS.

-M2.2 (CAASPP ELA – Site Level): Broad-based gains are evident across most sites as detailed above.

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, and SWD by +5.3 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): Strong gains at many sites as detailed above.

-M2.10 (LCAP Survey – Access to Working Chromebook): The All Students group improved by +1% from baseline (from 98% to 99%).

The technology support staff ensures that the 1:1 devices funded through Action 2.14 are effectively maintained and integrated into instruction. The near-universal access confirmed by M2.10 (+1% to 99%) and the broad-based academic gains on M2.1–M2.4 suggest that the technology support infrastructure is contributing to improved outcomes for EL, SED, and FY students. This action is strongly effective.

Action 2.16 – Teacher Collaboration Days

Aligned Metrics: M2.1, M2.2, M2.3, M2.4, M2.11

Action 2.16 provides teachers 2 non-student collaboration days in the school calendar, 1 collaboration day with a sub, and 1 collaboration day outside the school calendar to work with other teachers to focus on improved lesson design and differentiated instructional strategies focused on improving outcomes in ELA and Math for English Learner and LTEL students.

This action demonstrates mixed effectiveness to date.

-M2.11 (Teacher Collaboration Survey – Instructional Strategies): The All respondent group shows a decline of -1.9% from baseline (from 88.3% to 86.4%). This suggests that fewer teachers feel the collaboration days helped improve their instructional strategies compared to the baseline year.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. EL students showed strong growth at +14.9 DFS, SED improved by +11.5 DFS, SWD gained +10.9 DFS, FY improved by +2.9 DFS, and LTELs improved by +5.3 DFS. AA showed a slight decline of -0.4 DFS.

-M2.2 (CAASPP ELA – Site Level): For EL students, notable gains include Sycamore Hills EL (+40.6 DFS), Ruth O. Harris EL (+41.1 DFS), Bloomington HS EL (+38.3 DFS), Colton MS EL (+35.0 DFS), Mary B. Lewis EL (+35.6 DFS), Rogers EL (+32.1 DFS), and Colton HS EL (+33.1 DFS). Areas of concern for EL students include McKinley EL (-6.4 DFS).

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, and LTELs by +1.8 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): For EL students, strong gains include Bloomington HS EL (+46.3 DFS), Ruth O. Harris EL (+36.1 DFS), Colton HS EL (+30.3 DFS), Sycamore Hills EL (+26.0 DFS), and Colton MS EL (+20.6 DFS). Areas of concern include McKinley EL (-23.0 DFS) and Terrace Hills EL (-20.8 DFS).

The -1.9% decline on M2.11 is notable, as it indicates that teacher perceptions of the collaboration days' impact on instructional strategies have decreased from baseline. Despite this decline in teacher perception, the student outcome data on M2.1 through M2.4 shows positive movement for EL students in both ELA (+14.9 DFS) and Math (+6.3 DFS), and for LTEL students in ELA (+5.3 DFS) and Math (+1.8 DFS). The disconnect between the declining teacher survey results and the improving student outcomes suggests that while the collaboration days may be contributing to instructional improvement, teachers may not fully perceive or attribute the impact to the collaboration experience itself. The decline for Foster Youth in Math (-15.1

DFS on M2.3) and the site-level declines for EL students at McKinley and Terrace Hills indicate that the collaboration days may need to incorporate more targeted strategies for these student groups and sites.

Action 2.17 – Teacher Induction

Aligned Metrics: M2.1, M2.2, M2.3, M2.4, M2.12

Action 2.17 continues participation in an induction program to assist new teachers in their first 2 years of teaching around instructional planning and delivery to improve outcomes in ELA and Math principally directed toward low income, English Learners, and foster youth.

This action demonstrates strong effectiveness to date.

-M2.12 (Teacher Induction Survey – Instructional Strategies and Delivery): The All respondent group gained +6.5% from baseline (from 91% to 97.5%). This is a strong positive indicator, suggesting that teachers participating in the induction program increasingly feel that the program is improving their instructional strategies and delivery of lessons.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. EL showed strong growth at +14.9 DFS, SED improved by +11.5 DFS, SWD gained +10.9 DFS, FY improved by +2.9 DFS, and LTELs improved by +5.3 DFS. Middle Schools improved by +16.3 DFS and High Schools by +20.0 DFS.

-M2.2 (CAASPP ELA – Site Level): Broad-based gains are evident across most sites as detailed above.

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. Middle Schools improved by +16.2 DFS and High Schools by +15.5 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, and SWD by +5.3 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): Strong gains at many sites as detailed above.

The teacher induction program is demonstrating strong effectiveness. The +6.5% gain on M2.12 is a particularly strong indicator that new teachers feel well-supported in improving their instructional practices, which is foundational for improving outcomes for EL, FY, and SED/LI students. The district-level ELA gains for EL (+14.9 DFS) and SED (+11.5 DFS) on M2.1, and the Math gains for EL (+6.3 DFS) and SED (+7.1 DFS) on M2.3, suggest that the induction program is contributing to a stronger instructional foundation. The decline for Foster Youth in Math (-15.1 DFS on M2.3) indicates that the induction program may benefit from incorporating additional targeted strategies for supporting new teachers in meeting the unique needs of FY students.

Action 2.18 – Classroom Instructional Support

Aligned Metrics: M2.1, M2.2, M2.3, M2.4

Action 2.18 provides instructional assistants (50) including paraprofessionals principally directed toward low income and English learner students to support core academic content and language acquisition to increase outcomes in ELA and Math.

This action demonstrates moderate effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. EL improved by +14.9 DFS, SED by +11.5 DFS, SWD by +10.9 DFS, FY by +2.9 DFS, and LTELs by +5.3 DFS.

-M2.2 (CAASPP ELA – Site Level): For EL students, notable gains include Sycamore Hills EL (+40.6 DFS), Ruth O. Harris EL (+41.1 DFS), Bloomington HS EL (+38.3 DFS), Colton MS EL (+35.0 DFS), Mary B. Lewis EL (+35.6 DFS), Rogers EL (+32.1 DFS), and Colton HS EL (+33.1 DFS). Areas of concern include McKinley EL (-6.4 DFS) and Wilson SWD (-24.5 DFS).

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, and LTELs by +1.8 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): Gains at many sites. Bloomington HS EL improved by +46.3 DFS and SWD by +40.5 DFS. D'Arcy SWD improved by +36.6 DFS. Sycamore Hills EL improved by +26.0 DFS. Areas of concern include McKinley EL (-23.0 DFS) and Terrace Hills EL (-20.8 DFS).

The instructional assistants are providing direct support to LI and EL students in core academic content and language acquisition across TK-12. The strong ELA gains for EL students (+14.9 DFS on M2.1) and the widespread site-level improvements suggest that this action is contributing meaningfully. The site-level variation, with some sites showing declines for EL students, suggests that the effectiveness of instructional assistants may depend on training, collaboration with classroom teachers, and site-level deployment.

Action 2.19 – Alludo License

Aligned Metrics: M2.1, M2.2, M2.3, M2.4

Action 2.19 provides teachers access to Alludo, a technology platform that stores the district's online professional learning program to support best first instruction to improve outcomes in ELA and Math for English Learners, foster youth, and low income students.

This action demonstrates moderate effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. EL improved by +14.9 DFS, SED by +11.5 DFS, SWD by +10.9 DFS, FY by +2.9 DFS, and LTELs by +5.3 DFS.

-M2.2 (CAASPP ELA – Site Level): Broad-based gains are evident across most sites.

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, and SWD by +5.3 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): Gains at many sites, with some areas of concern at McKinley EL (-23.0 DFS) and Slover Mountain.

As a professional learning platform, Alludo's contribution to student outcomes is indirect—it supports teacher knowledge and instructional practices that in turn impact student achievement. The district-level ELA and Math gains for EL, SED, and SWD students suggest that the professional learning ecosystem, of which Alludo is one component, is contributing to improved instruction. Because Alludo is one of many professional learning supports, it is difficult to isolate its specific impact. The decline for FY in Math (-15.1 DFS on M2.3) and the site-level variation suggest that the platform's effectiveness depends on teacher engagement and the quality of the professional learning content.

Action 2.20 – Elementary Illuminate

Aligned Metrics: M2.7

Action 2.20 provides elementary teachers continued access to the Illuminate platform to support student assessment and interventions principally directed to low income, English learners, and foster youth students to improve outcomes in ELA and Math.

This action demonstrates limited effectiveness to date.

-M2.7 (iReady Diagnostic Results Grades K-6 at Tier 1 – Reading): The All Students group gained +2% from baseline. EL students showed no change at +-0% from baseline. SED students gained +9% from baseline. FY declined by -8% from baseline. SWD gained +2% from baseline. GATE students declined -11% from baseline. GATE EL showed no change (+-0%). GATE SED declined -8% from baseline.

-M2.7 (iReady Diagnostic Results Grades K-6 at Tier 1 – Math): The All Students group gained +2% from baseline. EL students gained +2% from baseline. SED students gained +8% from baseline. FY gained +3% from baseline. SWD gained +1% from baseline. GATE EL gained +11% from baseline. GATE students declined -5% from baseline. GATE SED declined -2% from baseline.

For the unduplicated student groups this action is principally directed toward, the results are mixed. In Math, there are encouraging gains for SED students (+8%), FY students (+3%), and EL students (+2%). However, in Reading, the lack of progress for EL students (+-0%) and the significant decline for Foster Youth (-8%) are concerning and indicate that the platform's use for reading assessment and intervention has not yet produced meaningful gains for these critical student groups. This action is showing limited effectiveness overall, with some positive movement in math but insufficient progress in reading for the unduplicated student groups it is designed to serve.

Action 2.21 – Science Fair Support

Aligned Metric: M2.13

This action is demonstrating limited effectiveness in making progress toward the goal based on the current difference from baseline.

On M2.13 (CAST Science), the All Students group showed minimal improvement at +0.5 points from baseline. EL students improved by +0.6 points, SED students by +0.5 points, and AA students by +1.6 points. Foster Youth showed a notable increase of +13.0 points, which is a positive outlier, though this may be influenced by a small sample size. However, Homeless Youth (HY) declined by -0.6 points, SWD declined by -0.6 points, and LTELs declined by -0.5 points from baseline.

For the unduplicated student groups this action is principally directed toward, EL students (+0.6 points), SED students (+0.5 points), and FY (+13.0 points) show varied results. While the FY gain is encouraging, the minimal movement for EL and SED students suggests that the current level of science fair support and NGSS implementation may not be producing meaningful changes in science achievement for these groups. The declines for SWD and LTELs further indicate that additional strategies may be needed to support science outcomes.

Overall, Action 2.21 is showing limited effectiveness, with most student groups maintaining near baseline levels.

Action 2.22 – PSAT Testing for 8th Grade

Aligned Metrics: M2.1, M2.2, M2.3, M2.4

Action 2.22 provides the PSAT 8 to 8th grade students to increase support for ELA and Math results, principally directed to low income and English Learner students.

This action demonstrates moderate effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. Middle Schools improved by +16.3 DFS, which is relevant since the PSAT 8 is administered at the middle school level. EL improved by +14.9 DFS, SED by +11.5 DFS, and LTELs by +5.3 DFS.

-M2.2 (CAASPP ELA – Site Level): At the middle school level, Colton MS improved for All (+22.3 DFS), EL (+35.0 DFS), LI (+22.5 DFS), SWD (+26.6 DFS), and HI (+21.3 DFS). Ruth O. Harris improved for All (+29.4 DFS), EL (+41.1 DFS), LI (+29.5 DFS), SWD (+37.3 DFS), AA (+19.6 DFS), and HI (+32.4 DFS). Terrace Hills AA improved by +20.6 DFS.

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. Middle Schools improved by +16.2 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, and SWD by +5.3 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): At the middle school level, Colton MS improved for All (+11.9 DFS), EL (+20.6 DFS), HY (+19.3 DFS), LI (+13.0 DFS), SWD (+12.0 DFS), and HI (+10.3 DFS). Ruth O. Harris improved for All (+31.9 DFS), EL (+36.1 DFS), LI (+31.1 DFS), AA (+28.0 DFS), and HI (+33.5 DFS).

The PSAT 8 provides 8th grade students with early exposure to college readiness assessments, which is particularly valuable for LI and EL students. The strong middle school gains on M2.1 (+16.3 DFS) and M2.3 (+16.2 DFS) suggest that the broader middle school instructional ecosystem, of which the PSAT 8 is one component, is supporting improved outcomes. Because the PSAT 8 is primarily a diagnostic and exposure tool rather than a direct instructional intervention, its specific contribution is indirect. This action is moderately effective as a college readiness support for LI and EL students.

Action 2.23 – Gifted and Talented Education (GATE): Site and Teacher Support

Aligned Metrics: M2.1, M2.2, M2.3, M2.4, M2.14

Action 2.23 supports sites in providing instructional materials and conducting co-curricular activities to increase outcomes in ELA and Math to support low income and English Learner students enrolled in the GATE program at elementary and middle school sites.

This action demonstrates mixed effectiveness to date.

-M2.14 (GATE Survey – Acceleration and Enrichment Activities): The All Students group gained +2% from baseline (from 80% to 82%), indicating a positive increase in the percentage of GATE students who felt their acceleration and enrichment activities created greater interest in lessons being taught.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. EL improved by +14.9 DFS, SED by +11.5 DFS, SWD by +10.9 DFS, and LTELs by +5.3 DFS. FY improved by +2.9 DFS. AA showed a slight decline of -0.4 DFS.

-M2.2 (CAASPP ELA – Site Level): At the elementary and middle school levels where GATE is offered, broad-based gains are evident. Notable gains include Sycamore Hills EL (+40.6 DFS), Mary B. Lewis EL (+35.6 DFS), Rogers EL (+32.1 DFS), Grand Terrace SWD (+69.8 DFS), and D'Arcy SWD (+38.5 DFS). Areas of concern include McKinley EL (-6.4 DFS) and Wilson SWD (-24.5 DFS).

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, and LTELs by +1.8 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): Notable gains include D'Arcy SWD (+36.6 DFS), Sycamore Hills EL (+26.0 DFS), and Smith SWD (+23.6 DFS). Areas of concern include McKinley EL (-23.0 DFS) and Terrace Hills EL (-20.8 DFS).

The +2% gain on M2.14 confirms that GATE students are finding the enrichment activities engaging. The strong ELA gains for EL (+14.9 DFS on M2.1) and SED (+11.5 DFS on M2.1), along with Math gains for EL (+6.3 DFS on M2.3) and SED (+7.1 DFS on M2.3), suggest that the GATE program is contributing to improved academic outcomes for unduplicated students. However, the decline for Foster Youth in Math (-15.1 DFS on M2.3) and site-level declines at McKinley EL and Terrace Hills EL indicate that the GATE program's impact is not uniform across all student groups and sites. This action is showing mixed effectiveness.

Action 2.24 – Teacher Retention

Aligned Metrics: M2.1, M2.2, M2.3, M2.4

Action 2.24 retains elementary (8), middle school (21), and high school (31) teachers to lower class sizes, decrease combination classes, and increase one-on-one time for low income, English learners, and foster youth students to increase academic achievement in ELA and Math.

This action demonstrates moderate effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS. EL improved by +14.9 DFS, SED by +11.5 DFS, SWD by +10.9 DFS, FY by +2.9 DFS, HY by +3.0 DFS, and LTELs by +5.3 DFS. Middle Schools improved by +16.3 DFS and High Schools by +20.0 DFS. AA showed a slight decline of -0.4 DFS.

-M2.2 (CAASPP ELA – Site Level): The retention of 60 additional teachers across all grade levels contributes to the broad-based ELA gains. Notable gains include Grand Terrace SWD (+69.8 DFS), Ruth O. Harris EL (+41.1 DFS), Sycamore Hills EL (+40.6 DFS), Grand Terrace HS AA (+41.5 DFS), Bloomington HS EL (+38.3 DFS), and D'Arcy SWD (+38.5 DFS). Areas of concern include Wilson SWD (-24.5 DFS) and Slover Mountain All (+1.7 DFS).

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS. Middle Schools improved by +16.2 DFS and High Schools by +15.5 DFS. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, and LTELs by +1.8 DFS. FY declined by -15.1 DFS.

-M2.4 (CAASPP Math – Site Level): Strong gains at many sites. Bloomington HS EL improved by +46.3 DFS and SWD by +40.5 DFS. Grand Terrace HS AA improved by +38.1 DFS. Slover Mountain showed declines for All (-20.6 DFS), LI (-18.9 DFS), and HI (-22.2 DFS).

The retention of additional teachers is a foundational action that supports all other instructional efforts within Goal 2. Lower class sizes and fewer combination classes directly benefit EL, LI, and FY students by providing more individualized attention and more opportunities for differentiated instruction. The strong gains across both ELA and Math for EL (+14.9 DFS ELA, +6.3 DFS Math), SED (+11.5 DFS ELA, +7.1 DFS Math), and SWD (+10.9 DFS ELA, +5.3 DFS Math) suggest that teacher retention is contributing meaningfully to improved outcomes. This action is moderately effective in supporting progress toward the goal.

Action 2.25 – Equity & Achievement Support

Aligned Metrics: M2.1, M2.2, M2.3, M2.4

Action 2.25 provides the Design Plan Advisory and equity coordinator to support the work of the CJUSD Design Plan. This plan focuses on systems alignment and providing targeted support for student groups eligible for Differentiated Assistance support as well as principally directed towards low income, English learners, and foster youth students to support improving student academic achievement in ELA and Math.

This action demonstrates moderate effectiveness to date.

-M2.1 (CAASPP ELA – District Level): The All Students group improved by +10.8 DFS from baseline. English Learners (EL) improved by +14.9 DFS, Socioeconomically Disadvantaged (SED) students improved by +11.5 DFS, Students with Disabilities (SWD) improved by +10.9 DFS, Homeless Youth (HY) improved by +3.0 DFS, and Long-Term English Learners (LTELs) improved by +5.3 DFS. Foster Youth (FY) showed more modest growth at +2.9 DFS, and African American (AA) students showed a slight decline of -0.4 DFS from baseline. The systemic alignment work of the Design Plan and equity coordinator appears to be contributing to the broad-based ELA gains, particularly for the Differentiated Assistance student groups including EL, SWD, and AA students.

-M2.2 (CAASPP ELA – Site Level): The equity and achievement support work is reflected in widespread site-level gains, particularly at sites serving high concentrations of unduplicated students. Ruth O. Harris showed strong gains across all identified student groups (All +29.4 DFS, EL +41.1 DFS, LI +29.5 DFS, SWD +37.3 DFS, AA +19.6 DFS, HI +32.4 DFS). Colton MS also showed strong improvement (All +22.3 DFS, EL +35.0 DFS, LI +22.5 DFS, SWD +26.6 DFS, HI +21.3 DFS). At the high school level, Bloomington HS (EL +38.3 DFS, SWD +37.1 DFS, LI +14.8 DFS, HI +13.6 DFS), Colton HS (EL +33.1 DFS, SWD +10.6 DFS), and Grand Terrace HS (AA +41.5 DFS) showed notable gains. Slover Mountain showed minimal change (All +1.7 DFS, LI +2.1 DFS, HI +5.4 DFS), suggesting that the equity support work may need to be intensified at the alternative education site. Areas of concern include Wilson SWD (-24.5 DFS), Zimmerman SWD (-8.2 DFS), and McKinley EL (-6.4 DFS).

-M2.3 (CAASPP Math – District Level): The All Students group improved by +6.7 DFS from baseline. EL improved by +6.3 DFS, SED by +7.1 DFS, SWD by +5.3 DFS, HY by +5.1 DFS, and LTELs by +1.8 DFS. AA showed minimal change at +0.8 DFS. Foster Youth declined by -15.1 DFS, which is a significant concern for the equity work, particularly given that FY is a Differentiated Assistance student group.

-M2.4 (CAASPP Math – Site Level): The systemic support is reflected in gains at Ruth O. Harris (All +31.9 DFS, EL +36.1 DFS, LI +31.1 DFS, SWD +20.6 DFS, AA +28.0 DFS, HI +33.5 DFS), Colton MS (All +11.9 DFS, EL +20.6 DFS, HY +19.3 DFS, LI +13.0 DFS, SWD +12.0 DFS, HI +10.3 DFS), Bloomington HS (EL +46.3 DFS, SWD +40.5 DFS), Grand Terrace HS (AA +38.1 DFS), and Colton HS (EL +30.3 DFS, SWD +23.3 DFS). Areas of concern include Slover Mountain (All -20.6 DFS, LI -18.9 DFS, HI -22.2 DFS), McKinley EL (-23.0 DFS), Terrace Hills EL (-20.8 DFS), and Crestmore SWD (-4.8 DFS).

Overall, Action 2.25 is showing moderate effectiveness in supporting systemic improvement for EL, SED, and SWD students in both ELA and Math. The Design Plan and equity coordination work appears to be contributing to the broad-based gains seen across the district, with particularly strong results for Differentiated Assistance student groups such as EL (+14.9 DFS ELA, +6.3 DFS Math), SWD (+10.9 DFS ELA, +5.3 DFS Math), and AA (+41.5 DFS at Grand Terrace HS in ELA, +38.1 DFS at Grand Terrace HS in Math). However, the slight decline for AA students district-wide in ELA (-0.4 DFS on M2.1), the significant decline for Foster Youth in Math (-15.1 DFS on M2.3), and the challenges at Slover Mountain and select sites warrant continued review within the Differentiated Assistance framework. The equity coordinator's work in supporting targeted interventions for these student groups remains critical to ensuring that systemic alignment translates into improved outcomes for all unduplicated students.

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

After reviewing progress and reflecting on prior implementation, we have determined that no changes will be made to Goal 2: Student Achievement. The current goal, metrics, and actions remain aligned with our commitment to improving academic outcomes for all students. We will continue to focus our actions on supporting our differentiated assistance subgroups, including African American students, English Learners, Students with Disabilities, Homeless, and Foster Youth. These efforts remain central to our goal of closing the achievement gaps and ensuring that all students have access to high-quality instruction and support.

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

M2.1: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Foster Youth from -70 dfs to -73.7 dfs, homeless youth from -60 dfs to -67.7 dfs, and African American from -50 dfs to -52 dfs.

M2.2: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Lincoln Elementary EL's from -69.6 dfs to -72.6 dfs; Birney Elementary all students from -64 dfs to -70.4 dfs, EL's from -70 dfs to -72.3 dfs, LI's from -67 dfs to -71.6 dfs, and HI's from -65.6 dfs to -74.2 dfs; Crestmore Elementary Students with Disabilities from -92.1 dfs to -93.5 dfs; Mary B. Lewis Elementary EL's from -38.3 dfs to -55.4 dfs and Students with Disabilities from -40.8 dfs to -91.4 dfs; Terrace View Elementary Students with Disabilities from -69.9 dfs to -73.7 dfs; Zimmerman Elementary Students with Disabilities from -105.8 dfs to -105.0 dfs; McKinley Elementary EL's from 69.3 dfs to -75.0 dfs; Wilson Elementary Students with Disabilities from -89.1 dfs to -95.0 dfs; Colton Middle School All students from -53.4 dfs to -57.1 dfs, Homeless Youth from -70.3 dfs to 88.2 dfs, LI from -56 dfs to -60.5 dfs and HI from -53.4 dfs to -59.1 dfs; Ruth O' Harris Middle School EL's from -70 dfs to -95.7 dfs and Students with Disabilities from -70 dfs to -142.9 dfs; Terrace Hills Middle School from -70 dfs to -79.6 dfs; Colton High School EL's from -45 dfs to -73 dfs and Students with Disabilities from -120.4 dfs to -136.8 dfs; Slover Mountain High School All students from -147.6 dfs to -150.0 dfs and LI from -147.5 dfs to -150.0 dfs.

M2.3: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: English Learners from -100 dfs to -107 dfs; Foster Youth from -7.9 dfs to -97.2 dfs, and Students with Disabilities from -144 dfs to -152.0 dfs.

M2.4: The data reported on the Year One Outcomes for Mary B. Lewis were incorrect and updated for EL (-94.6 DFS) and SWD (-115.8 DFS), Sycamore Hills for EL (-95.7 DFS) and SWD (-181.5 DFS), and for McKinley for HY (-146.2 DFS). In addition, the Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Crestmore Elementary Students with Disabilities from -108.7 dfs to -110.7 dfs; Jurupa Vista Elementary EL's from -93.9 dfs to -96.2 dfs; Rogers Elementary EL's from -95 dfs to -98.6 dfs; Terrace View Students with Disabilities from -95.1 dfs to -100 dfs; McKinley EL's from -81.8 dfs to -95 dfs; Colton Middle School All Students from -90.1 dfs to -105.2 dfs, LI from -103.6 dfs to -106.6 dfs, HI from -89.4 dfs to -105.4 dfs; Ruth O' Harris All Students from -95 dfs to -108.9 dfs, El's from -95 dfs to -135 dfs, LI from -103.6 dfs to -113.9, Students with Disabilities from -95 dfs to -165 dfs, African American from -95 dfs to -114 dfs, and HI from -95 dfs to -111.1 dfs; Colton HS El's from -115 dfs to -151.7 dfs, students with disabilities from -199.1 dfs to -201.1 dfs; Slover Mountain High School All students from -209.9 dfs to -215 dfs, LI's from -208.6 to -214 dfs, and HI from -209.5 dfs to -215 dfs.

M2.6: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Colton High School EL's from 86.0% to 82.0%.

M2.7: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: i-Ready Reading outcomes for EL's were changed from 27% to 25% in Reading and from 22% in Math to 21%.

M2.9: The Metric for NWEA MAP Assessment Growth was deleted for the 2026-2027 school year. National norming occurred to MAPS data which changed scores and at this time would not be a good representation of actual growth that has occurred. Therefore this metric was deleted.

M2.13: The CAST Science results were changed from reporting distance from standard (dfs) to Science Points, therefore the description, metric numbers for Baseline, Year 1 and Target Outcomes were updated to Science Points and reported.

M2.16: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Under the Math results, All students from 21.68% to 19.94%, EL's from 11.00% to 8.0%, SED from 20% to 19.5%, Students with Disabilities from 11.50% to 9.20%. Under the English Results, EL's from 12% to 11.5% and Students with Disabilities from 16.25% to 15.58%.

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

A2.6: Due to changes to Metric 2.9 above, the action will now be measured by M2.3, M2.4, and M2.13.

A2.7: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4.

A2.8: Due to changes to Metric 2.9 above, the action will now be measured by M2.3, M2.4, and M2.13.

A2.9: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4.

A2.10: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4.

A2.14: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4 and M2.10.

A2.15: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4 and M2.10.

A2.16: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4 and M2.11.

A2.17: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4 and M2.12.

A2.18: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4.

A2.19: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4.

A2.22: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4.

A2.23: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4 and M2.14.

A2.24: Due to changes to Metric 2.9 above, the action will now be measured by M2.1, M2.2, M2.3, and M2.4

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Arts (ELA) Support	The District will provide one additional ELA teacher at each middle school and high school (HS) and one HS ELA Teacher on Assignment (TOA) to provide intervention and support for low income, English Learner, and Foster Youth to provide smaller class sizes, interventions and support to increase outcomes in ELA. This action will be measured by M2.1, M2.2 and M2.16.	$1,146,718	Y
2.2	Mathematics (Math) Support	The District will provide one additional Math teacher at each middle school and high school (HS) and one HS Math Teacher on Assignment (TOA) to provide intervention and support for low income, English Learners, and Foster Youth to provide smaller class sizes, interventions and support to increase outcomes in Math. This action will be measured by M2.3, M2.4 and M2.16.	$1,487,689	Y
2.3	Summer School	The District will maintain the summer school programs at the middle and high schools including personnel and instructional materials to allow unduplicated students to take enrichment and remediation classes and supports increased outcomes in ELA and Math and increasing graduation rate. This action will be measured by M2.5 and M2.6.	$1,100,000	Y
2.4	Elementary instructional Support	Elementary sites will provide one TOA (18), instructional materials, and training to support interventions in Reading, math, and assessments for low income, English learners, and foster youth to improve outcomes in ELA and Mathematics This action will be measured by M2.7 and M2.8.	$4,200,633	Y
2.5	DIBELS Amplify Online	Elementary sites will provide the DIBELS Amplify Online Assessment and teacher release time to assess the reading proficiency and identify English Learners, foster youth, and low income students for intervention to increase Reading outcomes. This action will be measured by M2.8.	$131,241	Y

2.6	MS MESA	Middle School sites will provide MESA Teachers (4) and instructional materials to provide MESA courses to students to provide opportunities to focus on math skills and to improve mathematics outcomes for low income, English learners, and Foster Youth students. This action will be measured by M2.3, 2.4, and M2.13.	$628,700	Y
2.7	Site/Department Support	The district will continue to support the direction of school sites based on their SPSA's and provide instructional materials to teachers to target the specific needs of their low income, English Learners, and foster youth with interventions, instructional materials, technology, assemblies and professional development for teachers to promote Low Income, English Learners, and Foster Youth student achievement. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$6,771,884	Y
2.8	NGSS/Math Materials	The district will provide secondary teachers supplementary instructional materials to enhance and support instruction principally directed to low-income, foster youth, English learners, and LTEL's to support improved math and science outcomes. This action will be measured by M2.3, 2.4, and M2.13.	$678,000	Y
2.9	Library Support	The district will provide library media technicians (26) at all sites and middle school librarians (4) to support literacy and increase access to the library for low income and English Learners to support student success in ELA. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$3,261,411	Y
2.10	Library: K-12 Library Materials	School Libraries will continue increasing both print and digital library resources and books in English and Spanish to provide increased access to reading materials for low income and English Learner students to support increased outcomes in ELA. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$444,500	Y
2.11	Special Education: Middle school support	The district will provide two Special Education Teachers at select middle schools to provide equitable access to grade level curriculum for special education students to support special education student achievement as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$3,384,953	No

2.12	Special Education: Instructional Support	Pupil Personnel Services will provide Instructional Assistants (53) for 6-hours a day so they can support special education students with core academic content knowledge acquisition as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$4,704,766	No
2.13	Special Education: Instructional materials support	Special Education Teachers will purchase instructional materials for special education students to use in the classroom to support improved special education student outcomes in ELA and Mathematics as measured by M1.5, M2.1, M2.2, M2.3, and M2.4.	$392,100	No
2.14	Student Technology	School sites will maintain current student to device ratios (1:1) to ensure equitable access to technological resources for all students but specifically targeting low income students. These technological resources are needed to support increased outcomes in ELA and Mathematics. This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.10.	$3,457,082	Y
2.15	Technology Support Staff	The District will provide Educational Technology Curriculum Program Specialists (4) and technology support staff (21) to assist teachers in integrating technology into lessons and support the use of instructional technology on school sites. This support is principally directed toward our low income, English Learner, and Foster Youth students and will support improved outcomes in ELA and Math. This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.10.	$2,133,135	Y
2.16	Teacher Collaboration Days	The district will provide teachers 2 non-student collaboration days in the school calendar without students, 1 collaboration day with a sub, and 1 collaboration day outside the school calendar to work with other teachers to focus on improved lesson design, and differentiated instructional strategies focused on improving outcomes in ELA and Math for English Learner and LTEL students. To address the needs of LTEL students, these days will include targeted collaboration on strategies such as scaffolding academic language, integrating language objectives into content instruction, and using data to inform differentiated lesson design. This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.11.	$2,665,481	Y

2.17	Teacher Induction	The district will continue to participate in an induction program to assist new teachers in their first 2 years of teaching around instructional planning and delivery to improve outcomes in ELA and Math principally directed toward low income, English Learners, and foster youth. This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.12	$223,301	Y
2.18	Classroom Instructional Support	School sites (TK-12) will provide instructional assistants (50) including paraprofessionals principally directed toward low income and English learner students to support core academic content and language acquisition to increase outcomes in ELA and Math. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$2,648,229	Y
2.19	Alludo License	The district will provide teachers access to Alludo, a technology platform that stores the district's online professional learning program to support best first instruction to improve outcomes in ELA and Math for our English Learners, foster youth, and low income students. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$63,425	Y
2.20	Elementary Illuminate	Elementary teachers will continue to utilize Illuminate to support elementary student assessment and interventions principally directed to our low income, English learners, and foster youth students to improve outcomes in ELA and Math This action will be measured by M2.7.	$176,487	Y
2.21	Science Fair Support	The district will continue to support implementation of NGSS standards and the engagement of English Learners, foster youth, and low income students to support increased outcomes in Science. This action will be measured by M2.13.	$50,000	Y
2.22	PSAT Testing for 8th grade	Middle School AVID teachers will provide the PSAT 8 to our 8th grade students to increase support for ELA and Math results. This is principally directed to our low income and English Learner students. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$25,000	Y
2.23	Gifted and Talented Education (GATE): Site and Teacher Support	The district will support sites in providing instructional materials and conducting co-curricular activities to increase outcomes in ELA and Math to support low income and English Learner students enrolled in the GATE program at elementary and middle school sites. This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.14.	$141,723	Y

2.24	Teacher Retention	Retain elementary (8), middle school (21), and high school (31) teachers to lower class sizes, decrease combination classes, and increase one on 1 time for low income, English learners, and foster youth students to increase academic achievement in ELA and Math. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$3,361,901	Y
2.25	Equity & Achievement Support	The Design Plan Advisory and equity coordinator will support the work of the CJUSD Design Plan. This plan focuses on systems alignment and providing target support for student groups eligible for Differentiated Assistance support as well as principally directed towards Low income, English learners, and foster youth students. This action will support improving student academic achievement in ELA and Math. This action will be measured by M2.1, M2.2, M2.3, and M2.4.	$730,654	Y

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Pupil Suspension Rate on the CA School Dashboard District Level State Priority: 6	All: 5.2% EL: 4.8% SED: 5.4% FY: 8.6% SWD: 8.2% AA: 9% Elementary: 2.0% Middle School: 13.9% (all 2023) LTEL: 9.4% (2024) Two or More Races: 9.5% (2025)	All: 4.3% EL: 3.6% SED: 4.5% FY: 9.6% SWD: 7.0% AA: 9.4% Elementary: 1.8% Middle School: 10.7% LTEL: 9.4% (all 2024)	All: 3.6% EL: 3.3% SED: 3.9% FY: 10.9% SWD: 5.5% AA: 7.7% Elementary: 2.1% Middle School: 8.8% LTEL: 7.8% Two or More Races: 9.5% (all 2025)	All: 4.3% EL: 4.0% SED: 4.7% FY: 7.5% SWD: 6.8% AA: 7.3% Elementary: 1.7% Middle School: 10% LTEL: 8.7% Two or More Races: 8.5%	All: -1.6% EL: -1.5% SED: -1.5% FY: +2.3% SWD: -2.7% AA: -1.3% Elementary: +0.1% Middle School: -5.1% LTEL: -1.6% Two or More Races: N/A

M3.2	Pupil Suspension Rate on the CA School Dashboard Site Level State Priority: 6	2022-23 Elementary **Cooley Ranch** SWD 9.3% **Crestmore** SWD 7.8% **Grand Terrace El.** WH. 6.7% **Terrace View** AA 8.9% Middle School **Colton MS** All 11.5% EL 17.1% LI 11.6% SWD 16.5% HI 10.9% **Ruth O. Harris** All 12.7% EL 22% HY 14.3% LI 14% SWD 19.8% HI 13.5% **Terrace Hills** All 12.6% EL17.9% HY 18.2% SWD 20.1% AA 26.2% High School **Bloomington HS** HY 10.3% SWD 12.6% WH 17.9% **Colton HS** AA 19.6% **Grand Terrace** HY 7.2% SWD 11.8% **Slover Mountain** All 7.4% LI 7.8% SWD 12.5%	2023-24 Elementary **Cooley Ranch** SWD 8.2% **Crestmore** SWD 1.0% **Grand Terrace El.** WH. 1.7% **Terrace View** AA 0.0% Middle School **Colton MS** All 8.7% EL 9.3% LI 8.8% SWD 7.6% HI 8.9% **Ruth O. Harris** All 7.7% EL 5.0% HY 5.1% LI 8.1% SWD 7.3% HI 7.5% **Terrace Hills** All 9.3% EL12.0% HY 12.0% SWD 13.2% AA 14.8% High School **Bloomington HS** HY 5.7% SWD 7.9% WH 2.0% **Colton HS** AA 13.6% **Grand Terrace** HY 8.2% SWD 8.7% **Slover Mountain** All 11.0% LI 10.9% SWD 16.3%	2024-25 Elementary **Cooley Ranch** SWD 5.7% **Crestmore** SWD 2.5% **Grand Terrace El.** WH. 0.0% **Terrace View** AA 10.0% Middle School **Colton MS** All 6.8% EL 4.7% LI 7.1% SWD 10.6% HI 6.6% **Ruth O. Harris** All 9.6% EL 15.6% HY 12.5% LI 10.1% SWD 15.6% HI 9.8% **Terrace Hills** All 5.8% EL 5.9% HY 9.2% SWD 11.7% AA 8.3% High School **Bloomington HS** HY 2.8% SWD 2.6% WH 3.9% **Colton HS** AA 24.1% **Grand Terrace** HY 7.2% SWD 3.5% **Slover Mountain** All 7.9% LI 8.1% SWD 7.7%	Elementary **Cooley Ranch** SWD 6.2% **Crestmore** SWD 3.0% **Grand Terrace El.** WH. 3.0% **Terrace View** AA 7.0% Middle School **Colton MS** All 7.2% EL 8.0% LI 8% SWD 7.0% HI 7.9% **Ruth O. Harris** All 7.7% EL 10.0% HY 9.0% LI 8% SWD 10.0% HI 8.0% **Terrace Hills** All 8% EL 11.0% HY 11.0% SWD 12.2% AA 13.8% High School **Bloomington HS** HY 6.0% SWD 6.0% WH 12.7% **Colton HS** AA 15.0% **Grand Terrace** HY 6.2% SWD 8.8% **Slover Mountain** All 6.5% LI 6.8% SWD 11.6%	2024-25 Elementary **Cooley Ranch** SWD -3.6% **Crestmore** SWD -5.3% **Grand Terrace El.** WH. -6.7% **Terrace View** AA +1.1% Middle School **Colton MS** All -4.7% EL -12.4% LI -4.5% SWD -5.9% HI -4.3% **Ruth O. Harris** All -3.1% EL -6.4% HY -1.8% LI -3.9% SWD -4.2% HI -3.7% **Terrace Hills** All -6.8% EL-12.0% HY -9.0% SWD -8.4% AA -17.9% High School **Bloomington HS** HY -7.5% SWD -10.0% WH -14.0% **Colton HS** AA +4.5% **Grand Terrace** HY +0.0% SWD -8.3% **Slover Mountain** All +0.5% LI +0.3% SWD -4.8%

		HI 7.5%	HI 10.0%	HI 7.6%	HI 6.6%	HI +0.1%
M3.3	Expulsion Rate on data from the CJUSD Student Information System Local Metric State Priority: 6	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0% (all 2023)	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0% (all 2024)	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0% (all 2025)	All: <1.0% EL: <1.0% SED: <1.0% FY: <1.0%	All: 0% EL: 0% SED: 0% FY: 0%
M3.4	LCAP Survey percentage of students who feel there is a positive school environment on their campus. Local Metric State Priority: 6	All: 51% (2025 LCAP Survey)	All: 51% (2025 LCAP Survey)	All: 50% (2025 LCAP Survey)	All: 52%	All: -1%
M3.5	Chronic Absenteeism (Dashboard) District Level State Priority: 5	All: 35% (2023) EL: 33.2% SED: 36.5% FY: 30.9% HY: 48% SWD: 43.3 AA: 38.2% (All 2023) LTEL: 21.0% (2024) Two or More Races: 29.4% (2025)	All: 23.6% (2024) EL: 20.7% SED: 25.1% FY: 28.6% HY: 34.3% SWD: 30.7% AA: 29.4% LTEL: 21.0% (All 2024)	All: 21.9% (2025) EL: 24.0% SED: 23.2% FY: 23.5% HY: 34.8% SWD: 27.8% AA: 26.5% LTEL: 24.0% Two or More Races: 29.4% (All 2025)	All: 20.9% EL: 20% SED: 22.2% FY: 15.9% HY: 30% SWD: 26.5% AA: 23% LTEL: 20.0% Two or More Races: 25% (All 2023)	All: -13.1% (2025) EL: -9.2% SED: -13.3% FY: -7.4% HY: -13.2% SWD: -15.5% AA: -11.7% LTEL: +3.0% Two or More Races: N/A

M3.6	Chronic Absenteeism (Dashboard) Site Level State Priority: 5	2022-23 Elementary **Smith** HY 50.8% **Reche Canyon** SWD 51.4% AA 46.2% **Grant** SWD 58.4% **McKinley** HY 55.4% Middle **Colton MS** All 31.2% EL 30.2% HY 37.5% LI 31.8% SWD 42% HI 30.7% **Baca** SWD 44.7% **Ruth O. Harris** All 28% EL 35.9% LI 30% AA 24.4% HI 29% **Terrace Hills** AA 41.3% WH 30.6%	2023-24 Elementary **Smith** HY 35.6% **Reche Canyon** SWD 36.3% AA 32.6% **Grant** SWD 43.9% **McKinley** HY 49.3% Middle **Colton MS** All 19.7% EL 13.5% HY 24.2% LI 20.5% SWD 23.3% HI 19.1% **Baca** SWD 28.1% **Ruth O. Harris** All 17.6% EL 18.6% LI 19.1% AA 18.4% HI 19.1% **Terrace Hills** AA 18.4% WH 30.8%	2025 Elementary **Smith** HY 31.4% **Reche Canyon** SWD 41.7% AA 36.7% **Grant** SWD 33.7% **McKinley** HY 35.1% Middle **Colton MS** All 19.2% EL 17.0% HY 28.8% LI 19.9% SWD 27.2% HI 18.4% **Baca** SWD 26.4% **Ruth O. Harris** All 14.2% EL 24.0% LI 14.8% AA 18.8% HI 14.6% **Terrace Hills** AA 16.9% WH 23.6%	Elementary **Smith** HY 49.3:% **Reche Canyon** SWD 40% AA 31% **Grant** SWD 32% **McKinley** HY 45% Middle **Colton MS** All 18.2% EL 16% HY 27% LI 18.9% SWD 23% HI 17% **Baca** SWD 25% **Ruth O. Harris** All 13% EL 22% LI 14% AA 17% HI 13% **Terrace Hills** AA 18.0% WH 29.1%	2025 Elementary **Smith** HY -19.4% **Reche Canyon** SWD -9.7% AA -9.5% **Grant** SWD -24.7% **McKinley** HY -20.3% Middle **Colton MS** All -12.0% EL -13.2% HY -8.7% LI -11.9% SWD -14.8% HI -12.3% **Baca** SWD -18.3% **Ruth O. Harris** All -13.8% EL -11.9% LI -15.2% AA -5.6% HI -14.4% **Terrace Hills** AA -24.4% WH -7.0%

M3.7	Drop-out Rate High School & Middle School Local Metric State Priority: 5	High School (all 2023): All: 9.9% EL: 5.6% SED: 3.0% FY: 0% Middle School: All: .03% EL: 0.6% SED: 0.6% FY: 0%	High School (all 2024): All: 1.6% EL: 5.0% SED: 2.4% FY: 0% Middle School: All: 0.1% EL: 0.2% SED: 0.1% FY: 0%	High School (all 2025): All: 1.6% EL: 0.5% SED: 2.3% FY: 0% Middle School: All: 0.3% EL: 0.2% SED: 0.2% FY: 0%	High School All: 1.5% EL: 5.0% SED: 2.3% FY: 0% Middle School: All: <1% EL: <1% SED: <1% FY: <1%	High School (all 2023): All: -8.3% EL: -5.1% SED: -0.7% FY: 0% Middle School: All: +0.27% EL: -0.4% SED: -0.4% FY: 0%
M3.8	LCAP Survey percentage of students who believe they are treated respectfully by adults on campus. Local Metric State Priority: 6	All: 71% (2025 LCAP Survey)	All: 71% (2025 LCAP Survey)	All: 72% (2026 LCAP Survey)	All: 74%	All: +1.0%

M3.9	Site Attendance Rates Local Metric State Priority: 5	All: 91.74% EL: 91.5% SED: 91.56% FY: 91.54% HY: 88.71% SWD: 89.6% Elementary: 91.84% (all 2022-23)	All: 93.21% EL: 93.27% SED: 93.09% FY: 94.36% HY: 90.93% SWD: 91.29% Elementary: 93.14% (all 2023-24)	All: 92.49% EL: 92.74% SED: 93.09% FY: 92.65% HY: 90.04% SWD: 90.97% Elementary: 93.25% (all 2024-25)	All: 94.0% EL: 93.65% SED: 93.70% FY: 93.68% HY: 93.71% SWD: 94.60% Elementary: 91.84%	All: +0.75% EL: +1.24% SED: +1.53% FY: +1.11% HY: +1.33% SWD: +1.37% Elementary: +1.41%
M3.10	Survey: % of parents/students that responded to survey that resources/services provided to low income and foster youth students provide support to keep their students in school. Local Metric State Priority: 5	All: 99% (students) All: 96% (parents) (2025 Student Services Survey)	All: 99% (students) All: 96% (parents) (2025 Student Services Survey)	All: 100% (students) All: 100% (parents) (2026 Student Services Survey)	All: >98% (students) All: >98% (parents)	All Students: +1% All Parents: +4%
M3.11	PBIS School Climate Survey on a scale of 1-4. Local Metric State Priority: 6	(All 2023-24) Elementary: 3.05 Middle School: 2.87 High School: 2.86 Alt Ed: 3.17	(All 2024-25) Elementary: 3.04 Middle School: 2.86 High School: 2.86 Alt Ed: 3.12	(All 2025-26) Elementary: 3.04 Middle School: 2.91 High School: 2.95 Alt Ed: 3.08	Elementary: >3.0 Middle School: >3.0 High School: >3.0 Alt Ed: >3.0	Elementary: -0.01 Middle School: +0.04 High School: +0.09 Alt Ed: -0.09

M3.12	Survey: Percentage of students who received mental health services that agree that receiving help made them feel happier about coming to school and made me think about school in a better way. Local Metric State Priority: 6	All: 68.3% (2025 Student Exit Surveys)	All: 68.3% (2025 Student Exit Surveys)	All: 68.1% (2026 Student Exit Surveys)	All: 70.3%	All: -0.2%
M3.13	LCAP Survey: % of students seen in the health office where their needs were met to return to class/school. Local Metric State Priority: 6	All: 62% (2025 LCAP Survey)	All: 62% (2025 LCAP Survey)	2026 Survey did not report due to technical glitch. All 62% (2025 LCAP Survey)	All: 63%	N/A
M3.14	Percentage on the tiered fidelity inventory for Tier 1-3 which demonstrates full implementation of PBIS. Local Metric State Priority: 5, 6	23/27 schools with 70% in 1 Tier 18/27 schools with 70% in 2 Tiers 13/27 schools with 70% in 3 Tiers (2024-25)	23/27 schools with 70% in 1 Tier 18/27 schools with 70% in 2 Tiers 13/27 schools with 70% in 3 Tiers (2024-25)	27/27 schools with 70% in 1 Tier 25/27 schools with 70% in 2 Tiers 14/27 schools with 70% in 3 Tiers (2025-26)	27/27 schools with 70% in 1 Tier 25/27 schools with 70% in 2 Tiers 18/27 schools with 70% in 3 Tiers	Tier 1: +4/27 schools Tier 2: +7/27 schools Tier 3: +1/27 schools

M3.15	LCAP Survey: % of parents/students who agree riding the bus to school supports the student's ability to attend school. Local Metric State Priority: 6	All: 73% (2025 LCAP Survey)	All: 73% (2025 LCAP Survey)	All: 82% (2026 LCAP Survey)	All: 76%	All: +9%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The overall implementation of Goal 3: Wellness was carried out successfully, with Action 3.2 showing a substantial difference in implementation and 3.1 and 3.3-3.9 fully implemented as planned. CJUSD demonstrated a strong commitment to cultivating a positive and engaging school climate by providing resources to address the social, emotional, and academic needs of students.

Actions 3.1–3.4 (PBIS: Student Support, Intervention Support, Foster & Low Income Support Services, and PBIS Aides) Actions 3.1, 3.3-3.4 were fully implemented with no substantial differences. A substantive difference in implementation for Action 3.2 is noted, as the district did not rehire high school learning specialists at two school sites. Due to these two positions being partially filled throughout the year and the increases in salary and benefits for the other positions in this action it did not create a material difference in budgeted expenses. However it did create a substantive difference in implementation. Despite this staffing change, the district experienced notable successes including the continuation of implementation of the PBIS Framework demonstrated by more schools improving their tiered fidelity data, assistant principals or learning specialists along with PBIS aides (elementary and middle) were provided at all school sites to support this implementation and support students' physical and mental health. Additionally, a backpack and community resource giveaway for foster youth, clothing closet and support with community resources through our community liaisons were provided to our low-income students. No other challenges were reported.

Actions 3.5-3.6, 3.8 (Physical & Mental Health: Mental Health Student Support, Site Support, and Comprehensive School Counseling) were fully implemented with no substantive differences from the planned actions. The district's comprehensive mental health program continued its expansion, along with our wellness centers to all middle schools and is now expanding to some elementary campuses. We now have over 50 interns supported by our Director and clinical supervisors able to support students and families across our district. Nurses, health assistants and psychologists as well as our counseling staff support the overall academic and social-emotional well-being of all our students across our district campuses. Challenges occur as we transition the program each year as new interns are provided.

Action 3.7 (Activity Centers): It should be noted this action is no longer funded through LCAP resources in 2025-26 but remains listed and continues to be implemented.

Action 3.9 (Home-to-School Transportation) was fully implemented with no substantive differences from the planned actions. The district successfully provided transportation to all school sites where barriers exist in getting students to school, contributing to the improvements in chronic absenteeism. A continued challenge was bus driver attendance, which created shortages and at times impacted the timely arrival of students on campuses.

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

In goal 3 Wellness there were no material differences between budgeted expenditures and estimated actual expenditures:

Goal 3 Actions 1-9 did not have material differences in budgeted expenditures and estimated actual expenditures.

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

Action 3.1 – PBIS: Student Support

Aligned Metrics: M3.1, M3.2, M3.3, and M3.4

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline across its aligned metrics.

On M3.1 (Pupil Suspension Rate – District Level), the All Students group decreased by -1.6% from baseline (from 5.2% to 3.6%), which represents meaningful progress. EL students decreased by -1.5% (from 4.8% to 3.3%), SED students decreased by -1.5% (from 5.4% to 3.9%), SWD decreased by -2.7% (from 8.2% to 5.5%), African American (AA) students decreased by -1.3% (from 9.0% to 7.7%), and LTELs decreased by -1.6% (from 9.4% to 7.8%). Elementary schools showed a slight increase of +0.1% (from 2.0% to 2.1%), while Middle Schools showed a substantial decrease of -5.1% (from 13.9% to 8.8%). However, Foster Youth (FY) increased by +2.3% (from 8.6% to 10.9%), which is a concern to review supports available.

On M3.2 (Pupil Suspension Rate – Site Level), the data reveals widespread improvement across most school sites. At the elementary level, Cooley Ranch SWD decreased by -3.6% (from 9.3% to 5.7%), Crestmore SWD decreased by -5.3% (from 7.8% to 2.5%), and Grand Terrace Elementary White students decreased by -6.7% (from 6.7% to 0.0%). However, Terrace View AA increased by +1.1% (from 8.9% to 10.0%).

At the middle school level, Colton MS showed strong decreases across all identified groups: All Students -4.7% (from 11.5% to 6.8%), EL -12.4% (from 17.1% to 4.7%), LI -4.5% (from 11.6% to 7.1%), SWD -5.9% (from 16.5% to 10.6% but note this is still elevated), and HI -4.3% (from 10.9% to 6.6%). Ruth O. Harris showed decreases for All Students -3.1%, EL -6.4%, HY -1.8%, LI -3.9%, SWD -4.2%, and HI -3.7%. Terrace Hills showed particularly strong decreases: All Students -6.8%, EL -12.0%, HY -9.0%, SWD -8.4%, and AA -17.9%.

At the high school level, Bloomington HS showed strong decreases for HY -7.5%, SWD -10.0%, and White -14.0%. Grand Terrace HS showed a decrease for SWD -8.3% while HY remained unchanged at 0.0%. Slover Mountain showed mixed results with All Students +0.5%, LI +0.3%, and HI +0.1% showing slight increases, while SWD decreased by -4.8%. Colton HS AA increased by +4.5% (from 19.6% to 24.1%), which is an area of concern.

On M3.3 (Expulsion Rate), all student groups maintained rates below 1.0% with no change from baseline (0% difference for All, EL, SED, and FY), indicating that the PBIS framework is effectively maintaining low expulsion rates across the district.

On M3.4 (LCAP Survey – Positive School Environment), the All Students group showed a slight decline of -1.0% from baseline (from 51% to 50%). While this is a modest decline, it suggests that despite improvements in suspension and expulsion data, students' perceptions of a positive school environment have not yet improved. This disconnect between behavioral data and student perception may indicate that additional efforts are needed to build a more positive and inclusive school culture that students can feel and experience, particularly for EL, FY, and SED students.

Overall, Action 3.1 is demonstrating strong effectiveness in reducing suspension rates across the district for most student groups, with particularly impressive results at the middle school level. The significant decrease for EL students (-1.5% district-wide and -12.4% at Colton MS and -12.0% at Terrace Hills) and SWD students (-2.7% district-wide) are noteworthy. However, the increase in suspension rates for Foster Youth (+2.3% on M3.1), the increase for AA students at Colton HS (+4.5% on M3.2), and the slight increase at Terrace View for AA students (+1.1%) require targeted attention. The slight decline in student perception of a positive school environment (-1.0% on M3.4) also suggests that the district should review complementing PBIS behavioral strategies with efforts to improve the overall school climate experience for students.

Action 3.2 – PBIS: Intervention Support

Aligned Metrics: M3.5, M3.6, M3.7, and M3.8

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline.

On M3.5 (Chronic Absenteeism – District Level), the All Students group decreased by -13.1% from baseline (from 35.0% to 21.9%), which represents substantial progress. EL students decreased by -9.2% (from 33.2% to 24.0%), SED students decreased by -13.3% (from 36.5% to 23.2%), FY decreased by -7.4% (from 30.9% to 23.5%), HY decreased by -13.2% (from 48.0% to 34.8%), SWD decreased by -15.5% (from 43.3% to 27.8%), and AA students decreased by -11.7% (from 38.2% to 26.5%). These are significant reductions across all student groups. However, LTELs increased by +3.0% (from 21.0% to 24.0%), which is an area of concern and suggests that Long-Term English Learners may face unique barriers to attendance.

On M3.6 (Chronic Absenteeism – Site Level), the data shows widespread improvement. At the elementary level, Smith HY decreased by -19.4%, Reche Canyon SWD decreased by -9.7% and AA by -9.5%, Grant SWD decreased by -24.7%, and McKinley HY decreased by -20.3%. These are substantial reductions at sites that had some of the highest chronic absenteeism rates.

At the middle school level, Colton MS showed strong decreases: All Students -12.0%, EL -13.2%, HY -8.7%, LI -11.9%, SWD -14.8%, and HI -12.3%. Joe Baca SWD decreased by -18.3%. Ruth O. Harris showed strong improvement: All Students -13.8%, EL -11.9%, LI -15.2%, AA -5.6%, and HI -14.4%. Terrace Hills showed notable decreases for AA -24.4% and White -7.0%.

On M3.7 (Drop-out Rate), the High School All Students group decreased by -8.3% from baseline (from 9.9% to 1.6%), EL decreased by -5.1% (from 5.6% to 0.5%), and SED decreased by -0.7% (from 3.0% to 2.3%). FY maintained at 0%. At the Middle School level, All Students showed a slight increase of +0.1% (from 0.03% to 0.3%), while EL decreased by -0.4% and SED decreased by -0.4%. FY

maintained at 0%. The high school dropout rate reductions are particularly strong and suggest that the assistant principals and learning specialists are effectively intervening to keep students in school.

On M3.8 (LCAP Survey – Students Treated Respectfully by Adults), the All Students group showed a positive increase of +1.0% from baseline (from 71% to 72%). While this is a modest gain, it indicates that students are perceiving a slight improvement in how they are treated by adults on campus, which aligns with the intervention and support work of assistant principals and learning specialists.

Overall, Action 3.2 is demonstrating strong effectiveness in reducing chronic absenteeism and dropout rates across the district for EL, FY, SED, and other student groups. The substantial reductions in chronic absenteeism at both the district and site levels, combined with the significant decrease in high school dropout rates, indicate that the assistant principals and learning specialists are providing meaningful interventions. The increase in chronic absenteeism for LTELs (+3.0% on M3.5) and the slight increase in middle school dropout rates (+0.1% on M3.7) are areas that warrant continued monitoring and targeted strategies.

Action 3.3 – PBIS: Foster & Low Income Support Services

Aligned Metrics: M3.5, M3.9, and M3.10

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline across its aligned metrics. Because this action is marked as contributing (Yes), the analysis includes English Learners (EL), Foster Youth (FY), and Low Income (LI)/Socioeconomically Disadvantaged (SED) student groups.

-On M3.5 (Chronic Absenteeism – District Level), the All Students group decreased by -13.1% from baseline (from 35.0% to 21.9%), which represents substantial progress. EL students decreased by -9.2% (from 33.2% to 24.0%), SED students decreased by -13.3% (from 36.5% to 23.2%), FY decreased by -7.4% (from 30.9% to 23.5%), Homeless Youth (HY) decreased by -13.2% (from 48.0% to 34.8%), SWD decreased by -15.5% (from 43.3% to 27.8%), and African American (AA) students decreased by -11.7% (from 38.2% to 26.5%). However, LTELs increased by +3.0% (from 21.0% to 24.0%), which is an area of concern and suggests that Long-Term English Learners may face unique barriers to attendance.

-On M3.9 (Site Attendance Rates), the All Students group improved by +0.75% from baseline (from 91.74% to 92.49%). EL students improved by +1.24% (from 91.5% to 92.74%), SED students improved by +1.53% (from 91.56% to 93.09%), FY improved by +1.11% (from 91.54% to 92.65%), Homeless Youth (HY) improved by +1.33% (from 88.71% to 90.04%), SWD improved by +1.37% (from 89.6% to 90.97%), and Elementary schools improved by +1.41% (from 91.84% to 93.25%). These positive attendance gains across all student groups indicate that the resources and connections to support services provided to LI and FY families are helping students attend school more consistently. The gains for SED (+1.53%) and FY (+1.11%) are particularly relevant given that this action is principally directed toward these groups.

-On M3.10 (Survey – Resources/Services Provided to Low Income and Foster Youth), the All Students group (students) showed an increase of +1% from baseline (from 99% to 100%), and the All Parents group showed an increase of +4% from baseline (from 96% to 100%). These results indicate that both students and parents who received resources and services from Student Services report that the support provided helped keep their students in school. The achievement of 100% satisfaction for both students and parents is a strong

indicator that the backpack and community resource giveaways, clothing closet, and community resource connections are meeting the needs of LI and FY families effectively.

Overall, Action 3.3 is demonstrating strong effectiveness in supporting decreased chronic absenteeism and improved attendance for LI and FY students. The substantial reductions in chronic absenteeism for SED students (-13.3%) and FY students (-7.4%) on M3.5, combined with the attendance rate improvements for SED (+1.53%) and FY (+1.11%) on M3.9, provide strong evidence that this action is effectively addressing barriers that keep unduplicated students from attending school. The 100% satisfaction rate on M3.10 for both students and parents confirms that the resources and connections to support services are meeting the unique needs of LI and FY families. The increase for LTELs (+3.0% on M3.5) suggests that additional targeted strategies may be needed for this subgroup, as transportation and resource barriers alone may not fully explain their attendance challenges.

Action 3.4 – PBIS Aides

Aligned Metrics: M3.1 and M3.11

This action is demonstrating moderate effectiveness in making progress toward the goal based on the current difference from baseline.

-On M3.1 (Pupil Suspension Rate – District Level), as noted above, the All Students group decreased by -1.6% from baseline, EL students decreased by -1.5%, SED students decreased by -1.5%, SWD decreased by -2.7%, AA decreased by -1.3%, and LTELs decreased by -1.6%. Elementary schools showed a slight increase of +0.1% (from 2.0% to 2.1%), while Middle Schools showed a substantial decrease of -5.1% (from 13.9% to 8.8%). Foster Youth increased by +2.3%, which remains a concern. The PBIS aides at elementary and middle school sites appear to be contributing to the overall suspension rate decrease, particularly at the middle school level. The slight increase at the elementary level (+0.1%) suggests that while PBIS aides are maintaining relatively low suspension rates at elementary sites, there may be emerging challenges that need attention.

-On M3.11 (PBIS School Climate Survey on a scale of 1-4), the results are mixed. Elementary schools showed a slight decline of -0.01 (from 3.05 to 3.04), Middle Schools showed a positive increase of +0.05 (from 2.87 to 2.91 in Year 2, noting the baseline was established in 2023-24), High Schools showed a positive increase of +0.04 (from 2.86 to 2.95 in Year 2, noting the baseline was established in 2023-24), and Alternative Education showed a decline of -0.07 (from 3.17 to 3.08 in Year 2, noting the baseline was established in 2023-24). Since PBIS aides are placed at elementary and middle school sites, the slight decline at elementary (-0.01) and the improvement at middle school (+0.05) suggest that the PBIS aides may be having a more noticeable impact on school climate at the middle school level. The middle school improvement in climate aligns with the strong suspension rate decreases seen at middle schools on M3.1.

For the unduplicated student groups this action is principally directed toward, the suspension rate decreases for EL (-1.5%) and SED (-1.5%) students on M3.1 are encouraging. However, the increase for Foster Youth (+2.3%) indicates that PBIS aides and the broader PBIS framework may need additional training or strategies specifically designed to support the unique needs of foster youth students.

Overall, Action 3.4 is showing moderate effectiveness. The PBIS aides are contributing to meaningful suspension rate decreases at the middle school level and maintaining low rates at the elementary level. The school climate survey shows modest improvement at middle schools but a slight decline at elementary schools.

Action 3.5 – Physical & Mental Health: Student Support

Aligned Metrics: M3.9 and M3.12

This action is demonstrating moderate effectiveness in making progress toward the goal based on the current difference from baseline across its aligned metrics. Because this action is marked as contributing (Yes), the analysis includes English Learners (EL), Foster Youth (FY), and Low Income (LI)/Socioeconomically Disadvantaged (SED) student groups.

-On M3.9 (Site Attendance Rates), the All Students group improved by +0.75% from baseline (from 91.74% to 92.49%). EL students improved by +1.24% (from 91.5% to 92.74%), SED students improved by +1.53% (from 91.56% to 93.09%), FY improved by +1.11% (from 91.54% to 92.65%), Homeless Youth (HY) improved by +1.33% (from 88.71% to 90.04%), SWD improved by +1.37% (from 89.6% to 90.97%), and Elementary schools improved by +1.41% (from 91.84% to 93.25%). These positive attendance gains across all student groups suggest that the mental health supports provided by the licensed clinical supervisor (mental health director) and clinical therapists are contributing to keeping EL, FY, and LI students attending school by addressing the social-emotional barriers that may otherwise prevent regular attendance.

-On M3.12 (Survey – Students Who Received Mental Health Services Feel Happier About Coming to School), the All Students group showed a slight decline of -0.2% from baseline (from 68.3% to 68.1%). While this is a very modest decline, it suggests that the percentage of students who received mental health services and agree that receiving help made them feel happier about coming to school and think about school in a better way has remained essentially flat from baseline. For EL, FY, and LI students who access these mental health services, the near-maintenance of this perception is notable; however, the lack of improvement indicates that the mental health program has not yet produced a measurable increase in students' positive feelings about attending school as a result of the services received.

Overall, Action 3.5 is demonstrating moderate effectiveness in supporting progress toward the goal. The positive attendance gains on M3.9 for EL (+1.24%), SED (+1.53%), and FY (+1.11%) suggest that the mental health director and clinical therapists, along with the over 50 interns they supervise, are contributing to improved attendance by addressing the social-emotional needs of unduplicated students. However, the slight decline on M3.12 (-0.2%) indicates that while students are attending school more regularly, those who receive mental health services have not yet reported feeling meaningfully happier about coming to school as a result of those services. This disconnect may suggest that the mental health program is effective in removing barriers to attendance but may benefit from additional strategies to enhance students' overall sense of well-being and positive connection to school, particularly for EL, FY, and LI students.

Action 3.6 – Physical & Mental Health: Site Support

Aligned Metrics: M3.5 and M3.13

This action is demonstrating strong effectiveness on one metric with data unavailable on the other, resulting in an overall assessment of partially measurable but trending positively. Because this action is marked as contributing (Yes), the analysis includes English Learners (EL), Foster Youth (FY), and Low Income (LI)/Socioeconomically Disadvantaged (SED) student groups.

-On M3.5 (Chronic Absenteeism – District Level), the All Students group decreased by -13.1% from baseline (from 35.0% to 21.9%), which represents substantial progress. EL students decreased by -9.2% (from 33.2% to 24.0%), SED students decreased by -13.3% (from 36.5% to 23.2%), FY decreased by -7.4% (from 30.9% to 23.5%), Homeless Youth (HY) decreased by -13.2% (from 48.0% to 34.8%), SWD

decreased by -15.5% (from 43.3% to 27.8%), and African American (AA) students decreased by -11.7% (from 38.2% to 26.5%). However, LTELs increased by +3.0% (from 21.0% to 24.0%), which is an area of concern. The substantial reductions in chronic absenteeism across nearly all student groups suggest that the school nurses, health assistants, and psychologist stipends are contributing to keeping students healthy and in school. The physical health support provided by nurses and health assistants addresses a key barrier to attendance for LI, EL, and FY students who may have limited access to healthcare outside of school.

-On M3.13 (LCAP Survey – Students Seen in Health Office Where Needs Were Met to Return to Class/School), the Year 2 Outcome data was not reported due to a technical glitch with the survey, and therefore the current difference from baseline is listed as "N/A." The baseline was established at 62% in the 2025 LCAP Survey, and the same 62% figure was carried forward as the current data point. A current difference from baseline cannot be calculated for this metric at this time.

Overall, based on the available data, Action 3.6 is demonstrating strong effectiveness in supporting decreased chronic absenteeism for EL students (-9.2%), SED students (-13.3%), and Foster Youth (-7.4%) on M3.5. The nurses, health assistants, and psychologists appear to be providing critical physical and mental health support that is helping unduplicated students stay in school. The decrease for SWD students (-15.5%) is particularly noteworthy, as students with disabilities often face health-related barriers to attendance that on-site nursing staff can directly address. The increase for LTELs (+3.0%) on M3.5 is an area that warrants further investigation, as it suggests that physical health support alone may not be sufficient to address the attendance challenges faced by this subgroup.

Action 3.7 – Physical & Mental Health: Activity Centers (No longer funded using LCAP in 2025-26)

Aligned Metrics: M3.9 and M3.11

This action was discontinued and is no longer funded through the LCAP as of 2025-26.

Action 3.8 – Physical & Mental Health: Comprehensive School Counseling

Aligned Metric: M3.14

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline.

On M3.14 (Tiered Fidelity Inventory for PBIS Tier 1-3), the district showed meaningful improvement across all three tiers. For Tier 1, the number of schools achieving 70% fidelity increased by +4 schools (from 23/27 to 27/27), meaning all 27 schools in the district have now achieved at least 70% fidelity in Tier 1 PBIS implementation. For Tier 2, the number of schools achieving 70% fidelity increased by +7 schools (from 18/27 to 25/27). For Tier 3, the number of schools achieving 70% fidelity increased by +5 schools (from 13/27 to 14/27 in Year 2, noting the baseline was 13/27).

These gains are significant and indicate that the comprehensive school counseling staff—elementary counselors, middle school counselors, and high school counselors—are playing a critical role in building and sustaining the PBIS framework across all tiers. The achievement of 100% of schools reaching Tier 1 fidelity (27/27) is a notable milestone. The strong growth in Tier 2 fidelity (+7 schools) suggests that counselors are effectively supporting the development of targeted intervention systems for students who need additional behavioral and

social-emotional support, which is particularly important for EL, FY, and SED students who may face unique barriers to engagement and attendance.

The growth in Tier 3 fidelity (+5 schools from baseline, though only +1 from Year 1 to Year 2) indicates that the district is making progress in developing intensive, individualized supports, though this remains an area for continued growth. Tier 3 supports are especially critical for Foster Youth and other students with the most intensive needs.

For the unduplicated student groups this action is principally directed toward, the PBIS tiered fidelity data does not disaggregate by student group. However, the strong fidelity gains across all tiers suggest that the counseling infrastructure is supporting improved systems of support that benefit EL, FY, and SED students. The connection between comprehensive counseling and the suspension rate decreases seen on M3.1 (EL -1.5%, SED -1.5%) and chronic absenteeism decreases on M3.5 (EL -9.2%, SED -13.3%, FY -7.4%) further supports the effectiveness of this action.

Overall, Action 3.8 is demonstrating strong effectiveness in building the district's capacity to implement PBIS with fidelity across all three tiers. The counselors are a foundational component of the district's multi-tiered system of support, and the gains in fidelity are contributing to the broader improvements in suspension rates and chronic absenteeism seen across Goal 3.

Action 3.9 – Home-to-School Transportation

Aligned Metrics: M3.5, M3.9, and M3.15

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline.

On M3.5 (Chronic Absenteeism – District Level), the All Students group decreased by -13.1% from baseline. SED students decreased by -13.3%, FY decreased by -7.4%, EL decreased by -9.2%, HY decreased by -13.2%, SWD decreased by -15.5%, and AA decreased by -11.7%. LTELs increased by +3.0%. Transportation is a critical factor in reducing chronic absenteeism, particularly for low income and foster youth students who may face significant barriers to getting to school. The substantial decreases across nearly all student groups suggest that home-to-school transportation is contributing meaningfully to improved attendance.

On M3.9 (Site Attendance Rates), the All Students group improved by +0.75% from baseline (from 91.74% to 92.49%). EL students improved by +1.24%, SED students improved by +1.53%, FY improved by +1.11%, HY improved by +1.33%, SWD improved by +1.37%, and Elementary schools improved by +1.41%. These positive attendance gains across all student groups indicate that transportation is supporting students in getting to school consistently. The gains for SED (+1.53%) and FY (+1.11%) are particularly relevant given that this action is principally directed toward these groups.

On M3.15 (LCAP Survey – Bus Riding Supports Ability to Attend School), the All Students group showed a strong increase of +9.0% from baseline (from 73% to 82%). This is a notable improvement and indicates that parents and students increasingly recognize the value of home-to-school transportation in supporting attendance. This perception data aligns with the quantitative improvements seen in chronic absenteeism and attendance rates.

Overall, Action 3.9 is demonstrating strong effectiveness in supporting decreased chronic absenteeism and improved attendance for low income and foster youth students. The +9.0% increase in the survey metric (M3.15) is particularly encouraging, as it reflects the direct experience of families who rely on transportation to get their students to school. The decrease in chronic absenteeism for SED (-13.3%) and

FY (-7.4%) on M3.5, combined with the attendance rate improvements for SED (+1.53%) and FY (+1.11%) on M3.9, provide strong evidence that this action is effectively addressing transportation barriers for unduplicated students. The increase for LTELs (+3.0% on M3.5) suggests that transportation alone may not be sufficient to address the attendance challenges faced by this subgroup.

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

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

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

-M3.2: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Terrace View Elementary African American students from 3.0% to 7.0%; Ruth O' Harris All students from 7.0% to 7.7%, EL's from 4.0% to 10.0%, Homeless Youth from 5.0% to 9.0%, Students with Disabilities from 7.0% to 10.0% and HI from 7.0% to 8.0%; Colton High School's AA from 6.0% to 15.0%; Grand Terrace High School Homeless youth from 5.7% to 6.2%; Slover Mountain High School LI students from 6.5% to 6.8%.

-M3.4: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All students from 60% to 52%.

-M3.5: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All students from 20% to 20.9%, SED from 21% to 22.2%, FY from 20% to 15.9%, HY from 25% to 30%, SWD from 25% to 26.5%, AA from 22% to 23% and LTEL's from 18.0% to 20.0%.

-M3.6: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Reche Canyon Elementary SWD from 21% to 40% and AA from 16% to 31%; Grant Elementary SWD from 20.0% to 32%; Colton Middle School All students from 9.9% to 18.2%, EL from 10% to 17%, HY from 20.1% to 24%, LI from 9.9% to 18.7%, SWD from 22% to 23%, and HI from 10% to 17%; Joe Baca Middle School SWD from 10% to 25%; Ruth O' Harris All students from 5% to 13%, EL's from 5.0% to 19%, LI from 5% to 14%, AA from 2.5% to 10% and HI from 5% to 13%.

-M3.8: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All Students from 75% to 74%.

-M3.13: The LCAP survey was administered as an online survey, the question for M3.13 incurred a technical glitch and therefore did not report any data. Therefore the current data from 2025 was transferred to Year 2 outcome as current data. The Year 3 targeted outcome

have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the target for the survey responses was reset at 63%.

-M3.14: The metric was changed to show numbers who have met fidelity which is the metric as baseline and prior year's data was reported incorrectly as those who had not. Baseline and Year 1 outcomes were adjusted accordingly.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PBIS: Student Support	School sites will continue the components of the PBIS Framework principally directed to our low income, English Learners, and foster youth to focus on improving student behaviors which will in turn decrease suspensions and expulsions. This action will be measured by M3.1, M3.2, M3.3, and M3.4.	$486,790	Y
3.2	PBIS: Intervention Support	The District will provide school sites with full-time assistant principals or learning specialists based on enrollment to provide interventions and support for low income, English Learners, and foster youth to increase attendance and decrease the dropout rate. This action will be measured by M3.5, M3.6, M3.7, and M3.8.	$7,181,090	Y
3.3	PBIS: Foster & Low Income Support Services	Student Services will provide low income and foster youth families with resources and connections to support services designed to keep their students in school thereby increasing attendance and decreasing the drop-out rate. This action will be measured by M3.5, M3.9, and M3.10	$100,000	Y
3.4	PBIS Aides	Elementary and Middle School sites will provide PBIS aides and support with professional learning on PBIS strategies principally directed to support English Learners, low income and foster youth students to decrease suspensions and maintain a healthy school climate. This action will be measured by M3.1 and M3.11	$1,572,612	Y

3.5	Physical & Mental Health: Mental Health Student Support	Student Services will provide a licensed clinical supervisor who will serve as the mental health director (1) and Clinical Therapists (2.3) to support low income, English Learner and foster youth students at school sites focusing on student wellness and mental health to increase attendance at school. This action will be measured by M3.9 and M3.12.	$900,407	Y
3.6	Physical & Mental Health: Site Support	The district will maintain on-site school nurses (8), health assistants (30), and psychologist stipends (20) principally directed to our low income, English learners, and foster youth students to support student physical and mental health and to increase attendance and decrease chronic absenteeism. This action will be measured by M3.5 and M3.13.	$3,792,075	Y
3.7	Physical & Mental Health: Activity Centers (No longer funded using LCAP in 2025-26)	Elementary school sites will provide activity centers that include equipment and fitness areas that are principally directed to low income, English learners, and foster youth to support wellness and improve attendance and school climate. This action will be measured by M3.9 and M3.11.	$0	N
3.8	Physical & Mental Health: Comprehensive School Counseling	The District will maintain elementary counselors, middle school counselors, and high school counselors at school sites to support low income, English learners, and foster youth to address barriers and improve outcomes with PBIS Frameworks focusing on increased attendance and Tier 2 and Tier 3 supports. This action will be measured by M3.14.	$2,910,176	Y
3.9	Home-to-School Transportation	Principally directed and effective for low income and foster youth students, the district will provide home to school transportation to provide decreased absenteeism. This action will be measured by M3.5, M3.9, and M3.15	$11,410,954	Y

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

M4.1	Average attendance at District Parent/Community Meetings seeking input in decision making, programs for unduplicated pupils, and programs for individuals with exceptional needs. Local Metric State Priority: 3	DPAC: 52 DELAC: 66 AAPAC: 12 LCAP: 23 Comm Cab: 81 Special Ed Parent Nights: 10 GATE Parent Nights: 64 Dual Immersion Parent Network: 40 (all 2023-24)	DPAC: 92 DELAC: 70 AAPAC: 25 LCAP: 29 Comm Cab: 163 Special Ed Parent Nights: 12 GATE Parent Nights: 130 families Dual Immersion Parent Network: 60 (all 2024-25)	DPAC: 87 DELAC: 61 AAPAC: 75 LCAP: 9 Comm Cab: 102 Special Ed Parent Nights: 20 GATE Parent Nights: 91 families Dual Immersion Parent Network: 57 (all 2024-25)	DPAC: 60 DELAC: 75 AAPAC: 20 LCAP: 25 Community Cabinet: 90 Special Ed Parent Nights: 25 Gate Parent Nights: 70 Dual Immersion Parent Network: 45	DPAC: +35 DELAC: -5 AAPAC: +63 LCAP: -14 Comm Cab: +21 Special Ed Parent Nights: +10 GATE Parent Nights:+27 families Dual Immersion Parent Network: +17
M4.2	Parent/community involvement in District workshops to support parent involvement in district programs including programs for unduplicated and exceptional needs students. Local Metric State Priority: 3	1,585 parents (2023-24)	1,844 parents (2024-25)	1839 parents (2025-26)	1600 parents	+254 parents

M4.3	Meeting/Workshop Survey: Information from today's meeting/workshop increased my knowledge to support my student in school. Local Metric State Priority: 3	All: 96% (2024-2025)	All: 96% (2024-2025)	All: 97% (2025-2026)	All: 97%	All: +1%
M4.4	Home visits made by community liaisons during the school year. Local Metric State Priority: 3	All: 385 Visits (2024-25)	All: 385 Visits (2024-25)	All: 749 Visits (2025-26)	All: 400 Visits (2024-25)	All: +364 visits
M4.5	Cumulative "Reach" in Meta Business Suite. Local Metric State Priority: 3	374,400 Reach (2024-25)	374,400 Reach (2024-25)	619,700 Reach (2025-2026)	400,000 Reach	+245,300 Reach
M4.6	Rate of Community Cabinet attendees responding with a 4 or 5 to the question: How would you rate today's event? Local Metric State Priority: 3	All: 88% (Community Cabinet Satisfaction Survey 2024-25)	All: 88% (Community Cabinet Satisfaction Survey 2024-25)	All: 97% (Community Cabinet Satisfaction Survey (2025-26)	All: 90% (Community Cabinet Satisfaction Survey)	All: +9%

M4.7	Documents translated and meetings attended by translators. Local Metric State Priority: 3	1087 documents 38 meetings (2024-25)	1087 documents 38 meetings (2024-25)	1085 documents 48 meetings (2025-26)	1100 documents 45 meetings	-2 documents +10 meetings

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The overall implementation of Goal 4 Family and Community Engagement was carried out successfully, with all actions fully implemented with Action 4.2 being implemented at an expanded level.. The district demonstrated a continued commitment to encouraging and promoting parent, family, and community engagement in the education process and providing opportunities for active input in decision making.

Actions 4.1, 4.3, and 4.4 (Family & Community Engagement Workshops/Meetings, Family & Community Resources, and Family & Community Engagement: Communications) were fully implemented with no substantive differences from the planned actions. Notable successes included an increase in family engagement events, such as a collaboration with the California School of Medicine (CSOM), which hosted monthly mental health workshops for parents supporting their children. The district also held Elementary Math adoption events, three Artificial Intelligence family nights throughout the year, and increased the number of field trips with our African American and English Learner sub-groups. The Community Cabinet continued to highlight students and the education provided by the district at each meeting. The Equity Coordinator worked with the Parent Manager to increase parent offerings across the district. Challenges included meeting the needs of such a diverse community, and some events did not have high attendance. This, however, did not keep us from fully implementing the actions and services.

Actions 4.2 and 4.5 (Multilingual Family & Community Communication and Family & Community Engagement: Multilingual Services) were fully implemented. Action 4.2 was implemented at an expanded level as more employees applied and were provided a bilingual stipend which created a substantive difference. Action 4.5 was implemented with no substantive differences from the planned action. Successes included the continuation of all parent events, including those specific to multilingual English Learner families and the African American Parent Advisory Council (AAPAC). The district continued to support families through community liaisons, translation services provided by employees who receive bilingual stipends, providing information translated in both English and Spanish, and increasing the use of video reels to highlight and support events. Challenges included meeting the needs of a diverse community and some events experiencing lower than expected attendance. This, however, did not keep us from fully implementing the actions and services.

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

In goal 4 Family and Community Engagement there were material differences between budgeted expenditures and estimated actual expenditures. The actions and services included:

Goal 4 Action1: Parent Workshops were under budget due as we were able to conduct the workshops needed at lower costs. We did not bring in as many outside contracted resources and where we did they were less expensive than projected.

Goal 4 Action 2: Multilingual Family and Community Communication was over budget due to an increase in employees applying for and receiving the bilingual stipend to translate for community members, staff, and families across our school sites.

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

Action 4.1 - Family & Community Engagement Workshops/Meetings

Aligned Metrics: M4.1, M4.2, and M4.3

This action demonstrates strong effectiveness to date.

-M4.1 (Average Attendance at District Parent/Community Meetings): Results are mixed across meeting types. The District Parent Advisory Committee (DPAC) gained +35 attendees from baseline (from 52 to 87). The African American Parent Advisory Council (AAPAC) gained +63 attendees from baseline (from 12 to 75), which is a substantial increase. Community Cabinet gained +21 attendees from baseline (from 81 to 102). Special Education Parent Nights gained +10 attendees from baseline (from 10 to 20). GATE Parent Nights gained +27 families from baseline (from 64 to 91 families). Dual Immersion Parent Network gained +17 attendees from baseline (from 40 to 57). However, the District English Learner Advisory Committee (DELAC) declined by -5 attendees from baseline (from 66 to 61), and LCAP meetings declined by -14 attendees from baseline (from 23 to 9).

-M4.2 (Parent/Community Involvement in District Workshops): The All parent group gained +254 parents from baseline (from 1,585 to 1,839), indicating a meaningful increase in the number of parents participating in workshops designed to support parent involvement in district programs, including programs for unduplicated and exceptional needs students. This positive growth suggests that the workshops are reaching more English Learner, Foster Youth, and Low Income families.

-M4.3 (Meeting/Workshop Survey – Knowledge to Support Students in School): The All respondent group gained +1% from baseline (from 96% to 97%), indicating that nearly all parents who attend workshops report that the information increased their knowledge to support their student in school. This near-ceiling result confirms that the content and delivery of workshops are meeting the needs of EL, FY, and LI parents who attend.

Overall, Action 4.1 is demonstrating strong effectiveness in increasing parent engagement for EL, FY, and LI families across the district. The substantial gains in AAPAC (+63), DPAC (+35), and overall workshop participation (+254 parents) on M4.1 and M4.2 indicate that the district's workshops and meetings are successfully reaching more unduplicated student families. The high satisfaction rate of 97% on M4.3 confirms that the content is valuable to parents. However, the decline in DELAC attendance (-5) and LCAP meeting attendance (-20) on M4.1 suggests that additional outreach strategies may be needed to engage English Learner parents in advisory committee meetings and to increase broader community participation in LCAP-specific input opportunities.

Action 4.2 - Multilingual Family & Community Communication

Aligned Metrics: M4.1, M4.2, and M4.3

This action demonstrates strong effectiveness to date.

-M4.1 (Average Attendance at District Parent/Community Meetings): Results are mixed across meeting types. The District Parent Advisory Committee (DPAC) gained +35 attendees from baseline (from 52 to 87). The African American Parent Advisory Council (AAPAC) gained +63 attendees from baseline (from 12 to 75), which is a substantial increase. Community Cabinet gained +21 attendees from baseline (from 81 to 102). Special Education Parent Nights gained +10 attendees from baseline (from 10 to 20). GATE Parent Nights gained +27 families from baseline (from 64 to 91 families). Dual Immersion Parent Network gained +17 attendees from baseline (from 40 to 57). However, the District English Learner Advisory Committee (DELAC) declined by -5 attendees from baseline (from 66 to 61), and LCAP meetings declined by -14 attendees from baseline (from 23 to 9).

-M4.2 (Parent/Community Involvement in District Workshops): The All parent group gained +254 parents from baseline (from 1,585 to 1,839), indicating a meaningful increase in the number of parents participating in workshops designed to support parent involvement in district programs, including programs for unduplicated and exceptional needs students. This positive growth suggests that the workshops are reaching more English Learner, Foster Youth, and Low Income families.

-M4.3 (Meeting/Workshop Survey – Knowledge to Support Students in School): The All Respondent group gained +1% from baseline (from 96% to 97%), indicating that nearly all parents who attend workshops report that the information increased their knowledge to support their student in school. This near-ceiling result confirms that the content and delivery of workshops are meeting the needs of EL, FY, and LI parents who attend.

Overall, Action 4.1 is demonstrating strong effectiveness in increasing parent engagement for EL, FY, and LI families across the district. The substantial gains in AAPAC (+63), DPAC (+35), and overall workshop participation (+254 parents) on M4.1 and M4.2 indicate that the district's workshops and meetings are successfully reaching more unduplicated student families. The high satisfaction rate of 97% on M4.3 confirms that the content is valuable to parents. However, the decline in DELAC attendance (-5) and LCAP meeting attendance (-20) on M4.1 suggests that additional outreach strategies may be needed to engage English Learner parents in advisory committee meetings and to increase broader community participation in LCAP-specific input opportunities.

Action 4.3 – Family & Community Resources

Aligned Metrics: M3.5 and M4.4

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline across its aligned metrics. Because this action is marked as contributing (Yes), the analysis includes English Learners (EL), Foster Youth (FY), and Low Income (LI)/Socioeconomically Disadvantaged (SED) student groups.

-On M3.5 (Chronic Absenteeism – District Level), the All Students group decreased by -13.1% from baseline (from 35.0% to 21.9%), which represents substantial progress. EL students decreased by -9.2% (from 33.2% to 24.0%), SED students decreased by -13.3% (from 36.5% to 23.2%), FY decreased by -7.4% (from 30.9% to 23.5%), Homeless Youth (HY) decreased by -13.2% (from 48.0% to 34.8%), SWD decreased by -15.5% (from 43.3% to 27.8%), and African American (AA) students decreased by -11.7% (from 38.2% to 26.5%). However,

LTELs increased by +3.0% (from 21.0% to 24.0%), which is an area of concern and suggests that Long-Term English Learners may face unique barriers to attendance that the community liaisons have not yet fully addressed.

-On M4.4 (Home Visits Made by Community Liaisons), the Year 2 Outcome shows 749 visits compared to the baseline/Year 1 of 385 visits, representing a substantial increase of +364 visits. This nearly doubled output suggests that the three community liaisons are actively engaging with families of LI, FY, and EL students to increase opportunities for community engagement and to support the unique needs of unduplicated students.

Overall, Action 4.3 is demonstrating strong effectiveness in supporting decreased chronic absenteeism for EL students (-9.2%), SED students (-13.3%), and Foster Youth (-7.4%) on M3.5. The community liaisons' work in conducting home visits, connecting families with resources, and supporting attendance outreach appears to be contributing meaningfully to keeping unduplicated students in school. The significant increase in home visits from 385 to 749 indicates that the liaisons are expanding their reach and engagement with families. The increase for LTELs (+3.0% on M3.5) suggests that additional targeted strategies may still be needed for this subgroup.

Action 4.4 – Family & Community Engagement: Communications

Aligned Metrics: M4.5 and M4.6

This action is demonstrating strong effectiveness in making progress toward the goal based on the current difference from baseline across its aligned metrics. Because this action is marked as contributing (Yes), the analysis includes English Learners (EL), Foster Youth (FY), and Low Income (LI)/Socioeconomically Disadvantaged (SED) student groups.

-On M4.5 (Cumulative "Reach" in Meta Business Suite), the Year 2 Outcome shows 619,700 reach compared to the baseline of 374,400 reach, representing an increase of +245,300 in cumulative reach. This 65.5% increase in social media reach indicates that the Communication Specialist is significantly expanding the district's ability to inform and engage parents of LI, EL, and FY students about information and events that support increased student engagement.

-On M4.6 (Community Cabinet Satisfaction Survey – Rating of 4 or 5), the Year 2 Outcome shows 97% of attendees responding with a 4 or 5 compared to the baseline of 88%, representing an increase of +9 percentage points. This strong improvement suggests that the Communication Specialist's work in supporting the Community Cabinet events is resulting in highly satisfied participants, which contributes to sustained engagement of parents and community members of EL, FY, and LI students.

Overall, Action 4.4 is demonstrating strong effectiveness in expanding the district's communication reach and improving the quality of community engagement events for EL, FY, and LI families. The substantial increase in social media reach (+245,300 on M4.5) ensures that information about programs, services, and events is reaching a broader audience of unduplicated student families. The high satisfaction rate of 97% on M4.6 indicates that the Community Cabinet events are meeting the needs of educational partners and fostering meaningful engagement. The Communication Specialist position is contributing positively to the district's goal of encouraging and promoting parent, family, and community engagement in the education process.

Action 4.5 – Family & Community Engagement: Multilingual Services

Aligned Metric: M4.7

This action is demonstrating sustained effectiveness in making progress toward the goal based on the current difference from baseline. Because this action is marked as contributing (Yes) and is principally directed toward English Learner (EL) students and their families, the analysis includes EL students as the primary beneficiary, with LI and FY families also benefiting from translation services at district events.

-On M4.7 (Documents Translated and Meetings Attended by Translators), the Year 2 Outcome shows 1,085 documents translated and 48 meetings attended by translators compared to the baseline of 1,087 documents and 38 meetings. This represents a slight decrease of -2 documents translated but a meaningful increase of +10 meetings attended by translators. The near-maintenance of document translation volume (1,085 vs. 1,087) indicates that the four translators/interpreters are sustaining a high level of written communication support for EL families. The increase of +10 meetings attended (from 38 to 48) suggests that the translators are expanding their presence at parent meetings and workshops, which directly supports increased communication and involvement of EL parents in decision-making processes.

Overall, Action 4.5 is demonstrating sustained effectiveness in providing translation services that support increased communication and involvement of EL parents in parent meetings and workshops. The maintenance of over 1,000 documents translated annually ensures that EL families have equitable access to written information in their home language. The increase in meetings attended by translators (+10 meetings) indicates that the district is expanding multilingual access at parent engagement events, which is critical for ensuring that EL parents can fully participate in their children's educational journey and provide active input in decision making. The four translators/interpreters are fulfilling their role in bridging communication barriers for EL families across the district.

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

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

The following metric has been changed according to the corresponding explanation:

-M4.1: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Special Ed Parent Nights from 70 to 25.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family & Community Engagement Workshops/Meetings	The district will host parent/community workshops and meetings principally designed to support and increase engagement of parents of low income, English learners, LTEL's, and foster youth students to support student engagement. This action will be measured by M4.1, M4.2, and 4.3	$912,670	Y
4.2	Multilingual Family & Community Communication	The district will provide bilingual stipends and associated benefits to classified staff to support communication with our English Learner parents/community members. This communication will lead to increased attendance at parent/community meetings and workshops and decrease student chronic absenteeism. This action will be measured by M4.1 and M4.2.	$189,706	Y
4.3	Family & Community Resources	The district will maintain community liaisons (3) targeted to support low income, foster youth, and English Learners to increase opportunities for community engagement to support and meet unique needs of unduplicated students and decrease Chronic Absenteeism. This action will be measured by M3.5 and M4.4.	$315,620	Y
4.4	Family & Community Engagement: Communications	The district will maintain the communication specialist (1) position which is principally designed to support and engage parents of low income, English learners, and foster youth students to increase awareness of information and events to support increased student engagement. This action will be measured by M4.5 and M4.6.	$182,709	Y
4.5	Family & Community Engagement: Multilingual Services	The district will maintain translators/interpreters (4) to provide translation services to parents to support increased communication and involvement of parents in parent meetings and workshops to support increased student engagement of English Learners. This action will be measured by M4.7.	$437,547	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	By June 2, 2027, all students at Slover Mountain High School will improve academic achievement in Math, including All Student groups, and Hispanic. SMHS will reduce suspension rates for homeless youth. SMHS will increase in the College/Career prepared for All students, Hispanic, English Learners and Socioeconomically Disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

4,6,8

An explanation of why the LEA has developed this goal.

CJUSD developed this Equity Multiplier goal at Slover Mountain High School to prioritize the overall well-being of students by addressing their social, emotional, and academic needs. Creating a supportive and nurturing environment is essential to the academic success of students in an alternative high school setting. Many students enrolled at Slover Mountain High School have transitioned from their comprehensive home schools after not experiencing a strong sense of belonging, support, or inclusion. As a result, it is critical that the alternative setting intentionally provides structures and supports that foster connection, engagement, and trust. To better address the needs of all vulnerable populations, indicators for homeless students have been added to this year's plan.

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

In math, the All student group scored -239.5 DFS and the Hispanic student group scored -240.7 DFS.

In CCI, the All student group scored 0.6% and Hispanic students scored 0.0%. English Learner students scored 0.0% and socio-economically disadvantaged students scored 0.6%. Homeless students scored 0.0%.

In suspension, Homeless students experience a suspension rate of 10.3%

The school is committed to cultivating a safe and inclusive environment where students feel valued, understood, and supported. Educational partner feedback indicates these efforts are yielding positive results. Partners noted that the community liaison has been instrumental in conducting attendance outreach and connecting families with essential resources, such as the clothing boutique and food banks. Students continue to report a high level of appreciation for the Wellness Center, viewing it as a vital space for receiving help. Furthermore, communication from the site has improved through the Assistant Principal, and teachers have noted an increase in the feedback they requested to support their practice. By intentionally recognizing and addressing students' social and emotional needs through these actions, the school strengthens their sense of belonging and supports improved educational outcomes.

This Equity Multiplier goal focuses on strategically providing personnel and resources to the alternative high school to promote student engagement, deliver targeted academic interventions, and ensure students remain connected to learning and on track toward graduation and future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -156.6 DFS Hi: -160.5 DFS SED: -156.5 DFS	2024 Dashboard All: -169.9 DFS Hi: -169.2 DFS SED: -171.9 DFS	2025 Dashboard All: -154.9 DFS Hi: -155.1 DFS SED: -154.4 DFS	All: -149.9 DFS Hi: -149 DFS SED: -149.5 DFS	Dashboard All: +1.7 DFS Hi: +5.4 DFS SED: +2.1 DFS
5.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -218.9 DFS Hi: -218.5 DFS SED: -214.6 DFS	2024 Dashboard All: -242.2 DFS Hi: -242.8 DFS SED: -244.7 DFS	2025 Dashboard All: -239.5 DFS Hi: -240.7 DFS SED: -236.5 DFS	All: -208.9 DFS Hi: -208.5 DFS SED: -208.6 DFS	Dashboard All: -20.6 DFS Hi: -22.2 DFS SED: -21.9 DFS
5.3	College and Career Indicator CA Dashboard	2023 Dashboard All: .6% EL: 0.0% SED: 0.6% Hi: .7%	2024 Dashboard All: 1.6% EL: 0.0% SED: 1.6% Hi: 1.7%	2025 Dashboard All: 0.6% EL: 0.0% SED: 0.6% Hi: 0.0%	All: 3% EL: 2.4% SED: 2.4% Hi: 3%	All: 0% EL: 0% SED: 0% Hi: -.7%

5.4	Attendance rosters to parent events Local Metric	2023 2024 Average of 1 parent in attendance at each parent meeting	2024 2025 Average of 3 parents in attendance at each parent meeting	2025 Average of 5 parents in attendance at each parent meeting	5 parents in attendance at each meeting	Average parent attendance: +4
5.5	Suspension Percentage CA Dashboard	2023 Dashboard All: 7.4% SED: 7.8% SWD: 12.5% Hi: 7.5% 2024 Dashboard LTEL: 10.9% 2025 Dashboard Homeless: 10.3%	2024 Dashboard All: 11% SED: 10.9% SWD: 16.2% Hi: 10% LTEL: 10.9%	2025 Dashboard All: 7.9% SED: 8.1% SWD: 7.7% Hi: 7.6% LTEL: 5.2% Homeless: 10.3%	All: 6.5% SED: 6.7% SWD: 7% Hi: 6.6% LTEL: 6.7% Homeless: 6.7%	All: +.5% SED: +.3% SWD: -4.8% Hi: +.1% LTEL: -5.7% Homeless: N/A
5.6	ELPI CA Dashboard	2024 Dashboard All: 28.1% EL: 28.1%	2024 Dashboard All: 28.1% EL: 28.1%	2025 Dashboard All: 37.5% EL: 37.5%	All: 34.1% EL: 34.1%	All: +9.4% EL: +9.4%

Insert or delete rows, as necessary.

Goal Analysis for 2025 2026

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

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

The overall implementation of Goal 5 at Slover Mountain High School reflected strong progress across the majority of planned actions, with one action not implemented and one action partially implemented.

Action 5.1 (Intervention Support) was not implemented during 2025–26 as it was deleted.

Action 5.2 (Student and Family Engagement) was fully implemented as planned with no substantive differences. The community liaison successfully promoted attendance by making phone calls home in partnership with the attendance clerk, providing resources to families, and supporting School Site Council, ELAC, Coffee with the Principal, and parent workshops. A challenge encountered was a delay in receiving a washer and dryer needed to establish a clothing boutique on campus.

Action 5.3 (Wellness Center) was fully implemented as planned with no substantive differences. The Wellness Center Coordinator demonstrated strong success in supporting students with social-emotional regulation, which helped reduce discipline incidents and supported students in returning to the classroom. The coordinator also maintained effective communication with administration. No challenges were reported.

Action 5.4 (Science Lab) was not implemented. Site administration collaborated on redesigning a classroom into a science lab and successfully identified modernized, collaborative furniture for the space. However, substantive differences from the original plan were noted: the room has not yet been renovated by District Office M & O, furniture has not been ordered due to a lack of storage space, and the room is not currently being used as a science lab. These delays were caused by termite and room leakage issues in other classrooms, which displaced teachers into the designated science lab space.

Action 5.5 (Assistant Principal) was fully implemented as planned with no substantive differences. The assistant principal brought numerous successes, including regular communication with families, increased instructional support and feedback to teachers, and more frequent classroom visits. Notably, through the assistant principal's community contacts, the 100 Black Men volunteer and mentoring group began serving the site, supporting students of all cultures and genders. A challenge noted was that while staff had previously requested an assistant principal for more instructional feedback, some staff members were not always receptive to the feedback provided.

The district experienced meaningful successes in family engagement, student wellness, instructional leadership, and community partnerships. Challenges were primarily related to facility issues impacting the science lab and occasional staff receptiveness to instructional feedback.

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

In goal 5 Slover Mountain High School equity multiplier there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 5 Action 2: There were no material differences.

Goal 5 Action3: There were no material differences.

Goal 5 Action 4: This action was not implemented and therefore no expenditures occurred.

Goal 5 Action 5: There were no material differences.

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

Action 5.1 (Intervention Support) was deleted and not implemented during 2025-26.

Action 5.2 (Student and Family Engagement) demonstrates strong effectiveness. The community liaison's efforts in conducting attendance outreach, connecting families with resources, and supporting parent workshops, School Site Council, ELAC, and Coffee with the Principal events have meaningfully increased family engagement at the site. The growth from 1 to 5 parents per meeting represents a fivefold increase and suggests that the liaison is successfully building trust and connection with families.

Action 5.3 (Wellness Center) demonstrates mixed effectiveness based on the current difference from baseline.

-M5.1 (CAASPP ELA – Distance from Standard): The All Students group improved by +1.7 DFS from baseline (from -156.6 to -154.9 DFS). Hispanic (HI) students improved by +5.4 DFS (from -160.5 to -155.1 DFS). Socioeconomically Disadvantaged (SED) students improved by +2.1 DFS (from -156.5 to -154.4 DFS). These are modest but positive gains in ELA, suggesting that the Wellness Center's support in helping students achieve a school-ready mindset may be contributing to slight academic improvement.

-M5.2 (CAASPP Math – Distance from Standard): The All Students group declined by -20.6 DFS from baseline (from -218.9 to -239.5 DFS). Hispanic (HI) students declined by -22.2 DFS (from -218.5 to -240.7 DFS). Socioeconomically Disadvantaged (SED) students declined by -21.9 DFS (from -214.6 to -236.5 DFS). These are significant declines in Mathematics, indicating that the Wellness Center support alone has not been sufficient to address the academic challenges students face in math at this site.

-M5.5 (Suspension Rate): The All Students group increased by +0.5% from baseline (from 7.4% to 7.9%). SED students increased by +0.3% (from 7.8% to 8.1%). Hispanic (HI) students increased by +0.1% (from 7.5% to 7.6%). However, Students with Disabilities (SWD) showed a strong decrease of -4.8% (from 12.5% to 7.7%), and Long-Term English Learners (LTELs) showed a notable decrease of -5.7% (from 10.9% to 5.2%). The Homeless student group was newly added with a baseline of 10.3% (no current difference available).

The Wellness Center Coordinator's work in providing behavioral, wellness, and trauma-informed mental health support is showing positive results for SWD students (-4.8% suspension decrease) and LTEL students (-5.7% suspension decrease), suggesting that these student groups are benefiting meaningfully from the social-emotional regulation support. However, the slight increases in suspension rates for All Students (+0.5%), SED (+0.3%), and HI (+0.1%) indicate that the Wellness Center has not yet produced broad-based reductions in suspensions across the full student population. The significant math declines on M5.2 for all identified groups suggest that while the Wellness Center may be supporting students' emotional readiness, additional academic interventions are needed to address math achievement.

The effectiveness of **Action 5.4 (Science Lab)** cannot yet be assessed, as the action was not implemented.

Action 5.5 (Assistant Principal) demonstrates mixed effectiveness to date based on the current difference from baseline.

-M5.1 (CAASPP ELA – Distance from Standard): The All Students group improved by +1.7 DFS from baseline. Hispanic (HI) students improved by +5.4 DFS. Socioeconomically Disadvantaged (SED) students improved by +2.1 DFS. These are modest but positive gains, suggesting that the assistant principal's instructional support and feedback to teachers may be contributing to slight ELA improvement.

-M5.2 (CAASPP Math – Distance from Standard): The All Students group declined by -20.6 DFS from baseline. Hispanic (HI) students declined by -22.2 DFS. Socioeconomically Disadvantaged (SED) students declined by -21.9 DFS. These significant declines indicate that the instructional support provided has not yet translated into improved math outcomes for any identified student group.

-M5.3 (College and Career Indicator): The All Students group showed 0% change from baseline. EL students remained at 0%. SED students showed 0% change. Hispanic (HI) students declined by -0.7%. The assistant principal's support for College and Career activities has not yet produced measurable gains on this indicator.

-M5.5 (Suspension Rate): All Students increased by +0.5%, SED increased by +0.3%, and HI increased by +0.1% from baseline. However, SWD decreased by -4.8% and LTELs decreased by -5.7%. The assistant principal's classroom management support and interventions appear to be benefiting SWD and LTEL students, though broader suspension reductions have not yet materialized for All, SED, and HI students.

-M5.6 (ELPI – English Learner Progress Indicator): The All Students/EL group improved by +9.4% from baseline (from 28.1% to 37.5%). This is a strong positive gain and suggests that the assistant principal's emphasis on English Learner strategies, instructional feedback, and classroom visits is contributing meaningfully to improved English Learner progress at the site.

The assistant principal is demonstrating strong effectiveness in supporting English Learner progress (+9.4% on M5.6) and contributing to suspension reductions for SWD (-4.8%) and LTEL (-5.7%) students on M5.5. The modest ELA gains on M5.1 for HI (+5.4 DFS) and SED (+2.1 DFS) are also encouraging. However, the significant math declines on M5.2 for all identified groups and the lack of progress on the College and Career Indicator (M5.3) indicate that additional targeted academic strategies are needed, particularly in mathematics and college/career preparation. The community partnerships established through the assistant principal, such as the 100 Black Men volunteer and mentoring group, represent promising additions to the support structure at the site.

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.

The goal description was revised so the focus of the academic achievement goal was narrowed exclusively to mathematics, with specific emphasis placed on the "All Students" and "Hispanic" student groups to address identified performance gaps. Consequently, English Language Arts (ELA) metrics were removed from this goal description. Additionally, in response to school climate data, the student behavior metrics were revised to shift focus toward reducing suspension rates specifically for the homeless student group.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Intervention Support (No longer funded for the 2026 2027 school year)	An additional full time learning specialist will serve as a resource for teachers by providing support in classroom management and instructional practices with an emphasis on English Learner strategies. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspensions. This action will be measured by M5.1, 5.2, 5.3, 5.5, 5.6.	$0.00	N
5.2	Student and Family Engagement	An additional 6-hour community liaison will engage with families to educate them about school activities, fostering positive relationships with students and parents to encourage good attendance. The liaison will also organize, promote, and present parent workshops, and assist families with accessing resources and completing paperwork in order to increase parent engagement at the school site. This action will be measured by M5.4.	$38,313	N
5.3	Wellness Center	The Coordinator will be hired to offer behavioral, wellness, and trauma-informed mental health support to at-risk students and their families, available both by referral and on a walk-in basis. This initiative aims to improve academic performance and reduce suspensions. Wellness Center Coordinators have only been provided to comprehensive sites, not alternative sites, so this is supplemental to the site. Additionally, instructional resources and support will be provided to further assist students. This will be measured by metrics 5.1, 5.2, 5.5.	$120,000	N
5.4	Science Lab	A Science Lab will be outfitted to provide hands-on, relevant science lessons to promote engagement, critical thinking, problem solving and collaboration skills for all students. Access to a functioning science lab increases student engagement and achievement in science, leading to higher pass rates in college-preparatory coursework, improved standardized test performance.This action will be measured by metric 5.3.	$76,497	N

5.5	Assistant Principal	An assistant principal will serve as a resource for teachers by providing support in classroom management and instructional practices with an emphasis on English Learner strategies. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspensions. Schools with this student enrollment do no have an assistant principal, therefore this position is supplemental. This action will be measured by M5.1, 5.2, 5.3, 5.5, 5.6.	$213,826	N

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

3, 4, 5, 6

An explanation of why the LEA has developed this goal.

CJUSD has established a comprehensive Equity Multiplier goal at Washington High School to address the social, emotional, and academic needs of its students. This holistic approach recognizes that creating a supportive, nurturing environment is essential for empowering students to thrive both personally and academically, particularly within an alternative high school setting. Current California School Dashboard data underscores the urgency of this work, revealing that students are performing -82.3 Distance from Standard (DFS) in ELA and -108.3 DFS in Math, while facing a chronic absenteeism rate of 36.8% in the "All Students" group. Hispanic students also show a critical need for targeted academic intervention, performing at **-105.9 DFS in ELA**, while tracking in the red on the California Dashboard for chronic absenteeism at 38.2%. Socioeconomically disadvantaged students face a similarly high chronic absenteeism rate of 37.3%. Notably, socioeconomically disadvantaged (SED) students have been added to the focus groups this year, as they face even steeper challenges with performance levels at -86.1 DFS in ELA and -120.4 DFS in Math. Even though English Learners are in the gray on the Dashboard, they remain significantly below the All Students group by performing -135.3 DFS in ELA and -149.5 DFS in Math.

To mitigate these challenges, the district is prioritizing resources tailored to a population that experiences significant housing or life instability. Following a review of data and educational partner feedback, the plan focuses on maintaining a functional Wellness Center to help students reach a school-ready mindset. Students have reported highly positive experiences in the center, specifically noting how they are learning from the gardening initiatives and the social-emotional aspects provided. Furthermore, staff have responded well to the addition of a Learning Specialist, utilizing her as a vital resource for Tier 2 and Tier 3 strategies. Teachers are currently working with her to maintain a monitoring list to track attendance and students with D or F grades, while also collaborating on specific Tier 3 supports alongside school counselors. Educational partners have reported that the Multilingual Instructional Assistant has become a vital asset to our academic community by providing essential

support to students across a variety of classes. In addition to direct student aid, the assistant works closely with educators to help identify the specific linguistic or academic struggles individual students face, allowing for more personalized interventions. Furthermore, the assistant plays a critical role in ELPAC preparation by ensuring students are thoroughly knowledgeable about the test format and requirements, which builds their confidence and readiness for the assessment. By focusing on deep student engagement and targeted academic interventions, CJUSD aims to keep students on track toward their educational goals and ensure they possess the tools necessary to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -74.9 DFS EL: -95.8 DFS 2024 HI: -86 DFS 2025 SED: - 86.1 DFS	2024 Dashboard All: -67.7 DFS EL: -151.2 DFS HI: -86 DFS	2025 Dashboard All: -82.3 DFS EL: -135.3 DFS HI: -105.9 DFS SED: - 86.1 DFS	All: -65.9 DFS EL: -80.8 DFS HI: -80 DFS SED: -80 DFS	All: -7.4 DFS EL: -39.5 DFS HI: -19.9 DFS SED: N/A
M6.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: - 121 DFS EL: -154.2 DFS 2024 HI: -132.2 DFS 2025 SED: -120.4	2024 Dashboard All: -123.3 DFS EL: -163.9 DFS HI: -132.2 DFS	2025 Dashboard All: -108.3 DFS EL: -149.5 DFS HI: -115.7 DFS SED: -120.4	All: - 112 DFS EL: -139.2 DFS HI: -120.2 DFS SED: -112 DFS	All: +12.7 DFS EL: +4.7 DFS HI: +16.5 DFS SED: N/A

M6.3	ELPI Percentage CA Dashboard	2023 Dashboard ELPI: 43.6%	2024 Dashboard ELPI: 48.2%	2025 Dashboard ELPI: 42.9%	ELPI: 52.6%	ELPI: -.7%
M6.4	Attendance rosters for family events Local metric	2023 Washington attendance rosters for family events Attendance: 1 Number of Events: 2	2024 Washington attendance rosters for family events Attendance: 10 Number of Events: 11	2025 Washington attendance rosters for family events Attendance: 9 Number of Events: 14	Attendance: 9 Number of Events: 9	Parent attendance:+8 Events: +12
M6.5	Chronic Absenteeism Percentage CA Dashboard	2023 Dashboard All: 25.9% 2024 SED: 29.9% Hi: 29.7%	2024 Dashboard All: 29.8% SED: 29.9% Hi: 29.7%	2025 Dashboard All: 36.8% SED: 37.3% Hi: 38.2%	All: 23.41% SED: 23.41% Hi: 23.41%	All: +10.9% SED: +7.4% Hi: +8.5%
M6.6	Suspension rate Percentage of students suspended CA Dashboard	2024 Dashboard All: 8.8% EL: 17.1% SED: 8.8% SWD: 20% HI: 9.7%	2024 Dashboard All: 8.8% EL: 17.1% SED: 8.8% SWD: 20% HI: 9.7%	2025 Dashboard All: 7.5% EL: 11.1% SED: 7.7% SWD: 15.4% HI: 8.6%	All: 7.8% EL: 10% SED: 10% SWD: 12% HI: 8%	All: -1.3% EL: -6% SED: -1.1% SWD: -4.6% HI: +1.1%

Insert or delete rows, as necessary.

Goal Analysis for 2025 2026

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.

Washington High School made meaningful progress in implementing the actions outlined in Goal 6 during the 2025–2026 school year. Of the five actions, three were fully implemented (Actions 6.1, 6.2, and 6.3), one was partially implemented (Action 6.4), and one was not implemented (Action 6.5).

Action 6.1 (Wellness Center) was fully implemented as planned with no substantive differences. The site experienced notable successes, including the creation of a garden to supplement Wellness Center activities and the addition of interns who work alongside the Wellness Center Coordinator, allowing more students to be serviced. The site began the year serving 55 students and also worked to identify families for outside referrals, though parents did not always accept the referrals. A challenge arose around meeting student needs during lunch, as more students wanted to access the Wellness Center than supervision capacity allowed.

Action 6.2 (Student and Family Engagement) was fully implemented as planned with no substantive differences. Successes included strong communication with families, the facilitation of online parent workshops, and the scheduling of SART/SARB meetings. A challenge remained in creating a systematic process to identify students with attendance problems and monitoring students receiving attendance interventions.

Action 6.3 (Intervention Support) was fully implemented as planned with no substantive differences. The Learning Specialist contributed to student behavior support and monitoring attendance and academics. A challenge noted was determining how to fully utilize the Learning Specialist's resources at the site at first, but this was resolved over time.

Action 6.4 (Instructional Support) was partially implemented. The original multilingual instructional assistant left for a new position approximately three weeks into the school year, and a replacement was not hired until February, leaving the position vacant for approximately five months. This gap in staffing represented a substantive difference from the planned implementation and posed a challenge in providing consistent instructional support to English learners and English-only students.

Action 6.5 (Supplemental Professional Development) was not implemented during the 2025–2026 school year. The site had existing Title I funds available for professional development, and utilizing Equity Multiplier funds for this purpose would have resulted in supplanting.

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

In Goal 6 Washington Equity Multiplier there were some material differences between budgeted expenditures and estimated actual expenditures. These actions and services included:

Goal 6 Action 1: There was no material difference.

Goal 6 Action 2: A material difference occurred because the salary and benefits for personnel as well as vendor costs were higher than originally anticipated.

Goal 6 Action 3: A material difference occurred because the salary and benefits were higher than originally anticipated.

Goal 6 Action 4: This action was under budget as the instructional assistant position was vacant for a majority of the school year.

Goal 6 Action 5: This action was under budget as professional development did not occur.

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

Action 6.1 (Wellness Center) demonstrates largely strong effectiveness based on the current difference from baseline. The Wellness Center's provision of behavioral, social-emotional, and trauma-informed support appears to be contributing positively to reducing suspensions for the majority of student groups, reflecting meaningful improvement for EL and SWD students in particular. The increase for Hispanic students on M6.6 warrants close attention and suggests that the site may need to deploy targeted, culturally responsive strategies to ensure equitable impact across all student groups.

Action 6.2 (Student and Family Engagement) demonstrates mixed effectiveness based on the current difference from baseline.

-M6.4 (Parent Attendance and Event Frequency): Parent attendance at family events increased by 8 attendees, and the overall number of events increased by 12 events from baseline, reflecting strong effectiveness in building family engagement.

-M6.4 M6.5 (Chronic Absenteeism): The All Students group increased by 10.9% from baseline. Socioeconomically Disadvantaged (SED) students increased by 7.4%, and Hispanic (HI) students increased by 8.5%.

The community liaison's efforts in conducting attendance outreach, expanding event offerings, and increasing parent participation have shown clear growth in building trust and connection with families under M6.4. However, this increased family engagement has not yet materialized into improved student attendance, as chronic absenteeism measured by M6.5 has worsened across all tracked student groups. This indicates that while foundational family outreach is working, the site may benefit from strengthening its systematic processes for identifying, monitoring, and supporting students with high-risk attendance challenges, which was noted as an ongoing barrier during implementation.

The community Action 6.3 (Intervention Support) demonstrates mixed effectiveness based on the current difference from baseline.

-M6.1 (CAASPP ELA – Distance from Standard): The All Students group declined by 7.4 DFS from baseline. Hispanic (HI) students declined by 19.9 DFS, and English Learners (EL) experienced a significant decline of 39.5 DFS. Socioeconomically Disadvantaged (SED) student data was unavailable (N/A).

-M6.2 (CAASPP Math – Distance from Standard): The All Students group improved by 12.7 DFS from baseline. Hispanic (HI) students showed a strong improvement of 16.5 DFS, and English Learners (EL) showed a modest improvement of 4.7 DFS. Socioeconomically Disadvantaged (SED) student data was unavailable (N/A).

-M6.5 (Chronic Absenteeism): The All Students group increased by 10.9% from baseline, SED students increased by 7.4%, and Hispanic (HI) students increased by 8.5%.

The intervention support demonstrates promising and effective results in Mathematics across all reported student groups, with particularly strong academic growth for Hispanic students (+16.5 DFS). However, the widespread declines in ELA performance suggest that current intervention strategies have not yet been effective in addressing student literacy needs, with English Learners experiencing the most severe impacts (-39.5 DFS). Furthermore, the rising chronic absenteeism rates across all groups indicate that academic intervention support alone has been insufficient to mitigate school attendance barriers.

Action 6.4 (Instructional Support) reflects limited effectiveness due to partial implementation.

-M6.1 (CAASPP ELA – Distance from Standard): The All Students group declined by 7.4 DFS from baseline, and Hispanic (HI) students declined by 19.9 DFS. English Learners (EL) experienced the steepest academic decline at 39.5 DFS. Socioeconomically Disadvantaged (SED) student data was unavailable (N/A).

-M6.2 (CAASPP Math – Distance from Standard): The All Students group improved by 12.7 DFS from baseline, and Hispanic (HI) students improved by 16.5 DFS. English Learners (EL) demonstrated a modest academic improvement of 4.7 DFS. Socioeconomically Disadvantaged (SED) student data was unavailable (N/A).

-M6.3 (English Learner Progress Indicator - ELPI): The ELPI student group declined slightly by 0.7% from baseline.

Because the instructional support position was vacant for approximately five months, the action was only partially implemented, which directly impacted its overall efficacy. While positive growth was maintained in math across all reported groups, the modest gain for English Learners (+4.7 DFS), the severe declines in ELA (-39.5 DFS), and the 0.7% dip in language development on the ELPI highlight that English Learners were disproportionately affected by the extended staffing gap. Securing consistent, continuous instructional staffing in the coming year is necessary to stabilize and strengthen these student outcomes.

Action 6.5 (Supplemental Professional Development) was not implemented during the 2025–2026 school year. This action was paused and not implemented due to district compliance concerns regarding the potential supplanting of existing Title I professional development funds. As a result, the effectiveness of this action cannot be assessed for this academic year.

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.

The socio-economically disadvantaged (SED) student group has been incorporated into the ELA metric evaluation 6.1 after being - 86.1 DFS for this year to ensure targeted monitoring of their academic progress and outcomes since they decreased in math on the Dashboard. The socio-economically disadvantaged (SED) student group has been incorporated into the math metric evaluation 6.2 after being - 120.4 DFS for this year to ensure targeted monitoring of their academic progress and outcomes since they decreased in math on the Dashboard.

The goal description was revised. The College and Career Indicator was removed from the goal description as it does not contain a significant amount of students. The All student group was added to ELA after scoring -82.3 DFS and the SED group was also added after scoring -86.1 DFS. The Hispanic student group was removed from the Math goal description as this student group increased by scoring -115.7 DFS, but SED was added after decreasing to

Action 6.5, Supplemental Professional Development, reflects a budgetary reduction of approximately $30,000 and Action 6.2, Student and Family Engagement, has been increased by approximately $15,000 to accurately account for the Community Liaison’s established placement on the salary schedule.

Metric 6.7 was deleted due to the deletion of the College and Career Indicator goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Wellness Center	A Coordinator will be hired to offer behavioral, wellness, and trauma-informed mental health support to at-risk students and their families, available both by referral and on a walk-in basis. This initiative aims to improve academic performance and reduce suspensions. Wellness Center Coordinators have only been provided to comprehensive sites, not alternative sites, so this is supplemental to the site. Additionally, instructional resources and support will be provided to further assist students. This action will be measured by metrics M6.6.	$120,000	N
6.2	Student and Family Engagement	A 6-hour community liaison will be hired to engage with families to educate them about school activities, fostering positive relationships with students and parents to encourage good attendance. The liaison will also organize, promote, and present parent workshops, and assist families with accessing resources and completing paperwork in order to increase parent engagement at the school site. This is a supplemental position as this position is not provided to sites. This action will be measured by M6.4, M6.5.	$65,702	N
6.3	Intervention Support	An additional full time learning specialist will serve as a resource for teachers by providing support in classroom management and instructional practices. They will assist parents with information and communication, and support students through interventions, supervision, and activities, including College and Career activities. Instructional resources and support will be provided to enhance academic performance, increase college and career knowledge, and reduce suspension. This will be measured by metrics 6.1, 6.2, 6.5.	$177,000	N
6.4	Instructional Support	Multilingual instructional assistant will be hired to reinforce instruction to individual or small groups of students to improve academic achievement for English learners and English only students. This is a supplemental position in addition to the instructional assistants CJUSD provides to each site. This action will be measured by M6.1, M6.2, and M6.3	$65,000	N
6.5	Supplemental Professional Development	Staff will participate in supplemental professional development on evidence-based instructional strategies to actively engage students in learning in the classroom. This action will be measured by M6.1, M6.2, M6.3, 6.7.	$20,000	N

Goal

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

State Priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.1	Suspension Percentage CA Dashboard	2023 Dashboard All: 5.2% AA: 9.0%	2024 Dashboard All: 4.3% AA: 9.4%	2025 Dashboard All: 3.6% AA: 7.7%	All: 4.3% AA: 7.3%	All: -.1.6% AA: -1.3%

Insert or delete rows, as necessary.

Goal Analysis for 2025 2026

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

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

The overall implementation of Goal 7 was carried out successfully, with Action 7.1 fully implemented as planned and no substantive differences between planned and actual implementation.

Notable successes included an increased number of opportunities for parents and students to engage in meaningful activities, such as a math workshop, Black History experiences to promote representation, and the Black College Expo. The district built strong relationships with a foundational group of parents who are now actively participating in and returning to all meetings. The African-American Parent Advisory Council (AAPAC) demonstrated improved teamwork, and communication with families was strengthened. SMORES data indicated that families are regularly engaging with the content being shared. Informal interactions with African-American students suggested they are experiencing a more positive school culture compared to the previous year. Additionally, the N-word presentation was expanded to include assistant principals and counselors, which has built leadership capacity across the district.

Challenges included low parent engagement at traditional workshops, though parent attendance was notably higher at interactive events such as the Black History experience and Paint Night where students were recognized. Participation from families outside of the core AAPAC committee also remained low.

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 are no material differences.

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

Action 7.1 demonstrates limited to moderate effectiveness in making progress toward the goal based on the current difference from baseline on M7.1. The African American student suspension rate has moved in a favorable direction, declining by -1.3% from baseline, which is an encouraging trend. The district's efforts—including increased opportunities for parents and students through the African-American Parent Advisory Council (AAPAC), Black History Month experiences, the Black College Expo, cultural field trips, career exploration activities, and the expansion of the N-word presentation to assistant principals and counselors—have contributed to building important relational, cultural, and community foundations.

However, the African American suspension rate of 7.7% remains significantly higher than the All Students rate of 3.6%, and the gap between these two groups has not substantially narrowed. This suggests that while the cultural enrichment, parent engagement, and awareness activities provided through this action are valuable and are building a foundation for improved school climate, they may not be sufficient on their own to directly and significantly reduce the disproportionate suspension rate experienced by African American students.

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.

The goal will be deleted as all funds have expended.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Equity & School Climate Support (This Action is no longer funded in LCAP for 2026-2027)	African American Parent Advisory Council and Equity Coordinator will provide Black History Month Activities and field trip experiences to cultural events and career exploration for the purpose of exposing African-American students to different careers and cultural experiences. This will be measured by metric 7.1	$0	N

Goal

Goal #	Description	Type of Goal
8	By June 2, 2027 English Learners and Students with Disabilities at Wilson Elementary will improve academic achievement in ELA and Students with Disabilities will improve academic achievement in Math by reducing the negative distance from standard as shown in the metric section for this goal. Wilson Elementary will reduce chronic absenteeism rates for All students, homeless, socio-economically disadvantaged, Students with Disabilities, African American students and Hispanic students.	Equity multiplier focus goal

State Priorities addressed by this goal.

4, 5

An explanation of why the LEA has developed this goal.

Wilson Elementary has refined its Equity Multiplier goal to intensify its focus on academic achievement, student engagement, and the reduction of chronic absenteeism. While initial efforts successfully utilized targeted small-group interventions in ELA and Math—with i-Ready data confirming that instruction led by Teachers on Assignment significantly improved student scores—comprehensive data analysis by educational partners also revealed measurable improvements in Tier 1 instruction are needed. To build on this momentum and reduce the disproportionate number of students requiring Tier 2 support, the school is further prioritizing 'first best instruction' practices. By enhancing the quality of core classroom instruction and fostering deeper student engagement, the school aims to ensure more students find immediate success in their primary learning environment. This shift, paired with research-based interventions specifically designed to boost attendance, recognizes that when students are engaged and successful in the classroom, they are significantly more likely to attend school regularly. Ultimately, this comprehensive approach seeks to close achievement gaps and ensure every student has the robust instructional foundation necessary for long-term academic excellence.

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

Current data indicates an overall chronic absenteeism rate of 29.2%, with significant disparities identified among high-needs student groups: Students with Disabilities (42%), African American students (40%), and Homeless students (35.7%) exhibit the highest rates, followed by Socio-economically Disadvantaged students (30.6%) and Hispanic students (26.6%).

Compounding these attendance barriers are persistent academic performance gaps on the California Dashboard. In English Language Arts, the All Students group performed at -50.4 Distance from Standard (DFS), while Students with Disabilities (SWD) performed at -53.8 DFS, and English Learners demonstrated an even more critical academic need at -65.0 DFS. Mathematics data underscores a similar urgency for core instructional refinement, with the All Students group performing at -74.1 DFS, and Students with Disabilities facing the steepest challenge at -110.7 DFS.

Based on comprehensive data analysis and feedback, educational partners identified that the current volume of students requiring Tier 2 and Tier 3 interventions exceeds the capacity of traditional "pull-out" models. Consequently, there is a recognized need to strengthen Tier 1 classroom-based support by equipping teachers with advanced "first best instruction" and reteaching strategies. To address this, the school will repurpose Teachers on Assignment (TOAs) to provide job-embedded professional learning. These TOAs will work directly within the classroom to facilitate small-group instruction, engage in collaborative co-planning, and model high-leverage instructional strategies for students who are struggling.

Furthermore, a review of school climate and attendance data by educational partners highlighted a critical link between student connection, behavior, and school presence. Data analysis revealed a high frequency of classroom discipline incidents related to defiance, which has resulted in significant losses of instructional time. Educational partners specifically noted that these instances of negative classroom behavior frequently disrupt lesson delivery, which reduces overall learning time and hinders academic momentum for all students. To address this, partners emphasized a need for targeted mentorship and intentional connection-building as a means to improve student regulation and decrease exclusionary outcomes. By integrating robust classroom instruction with personalized student outreach and proactive behavioral supports, the school aims to create a stable environment where students feel academically capable and personally connected, ultimately reducing both defiance-related incidents and chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -58.3 DFS SWD: -98.1 DFS EL: -71.5 DFS	2024 Dashboard All: -51.0 DFS SWD: -103.8 DFS EL: -65.6 DFS	2025 Dashboard All: -50.4 DFS SWD: -53.8 DFS EL: -65.0 DFS	All: -49.3 DFS SWD -89.1 DFS EL -62.5 DFS	All: +7.9 DFS SWD: +44.3 DFS EL: +6.5DFS
M8.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2023 Dashboard All: -61.8 DFS SWD: - 120.3 DFS	2024 Dashboard All: -61.8DFS SWD: - 125.3 DFS	2025 Dashboard All: -74.1 DFS SWD: - 110.7 DFS	All: - 56.8 DFS SWD: -108.3 DFS	All: -12.3 DFS SWD: +9.6 DFS
M8.3	Chronic Absenteeism Percentage of Students Chronically Absent CA Dashboard	2025 Dashboard All: 29.2% Homeless: 35.7% SED: 30.6% SWD: 42% AA: 40% Hi: 26.6%	N/A	2025 Dashboard All: 29.2% Homeless: 35.7% SED: 30.6% SWD: 42% AA: 40% Hi: 26.6%	All: 28.7% Homeless: 30.7% SED: 28.7% SWD: 30% AA: 28.7% Hi: 26.1%	All: N/A Homeless: N/A SED: N/A SWD: N/A AA: N/A Hi: N/A

Insert or delete rows, as necessary.

Goal Analysis for 2025 2026

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.

Wilson Elementary partially implemented the actions within Goal 8 during the 2025-2026 school year. Action 8.1 was partially implemented due to one of the two Teachers on Assignment being absent and unable to provide consistent math support throughout the year. All other components of the action, including ELA and Math interventions, instructional materials, and supplies, were implemented as planned.

Despite this staffing challenge, the school experienced several notable successes. ELA interventions were delivered consistently, and targeted support was provided to students performing below grade level. The Teachers on Assignment were well-respected by staff, and their support was received positively. Their presence allowed classroom teachers to focus attention on other students, and small-group instruction continued to show improvements as measured by i-Ready data.

However, challenges remained. The number of students requiring Tier 2 instruction exceeded the capacity of the Teachers on Assignment model. This highlighted a need to build the capacity of classroom teachers to provide effective small-group instruction, reinforcing the school's broader goal of strengthening Tier 1 "first best instruction" practices.

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

In Action 8.1 a material difference occurred because the salaries and benefits were higher than anticipated. Even though one of the employees was off, they still received full regular pay.

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

Action 8.1 (Targeted Interventions in ELA and Math) demonstrates mixed effectiveness across ELA and Math:

Metric 8.1 – CAASPP ELA Distance from Standard:

-All Students improved by +7.9 DFS from baseline, indicating meaningful progress in closing the ELA achievement gap.

-Students with Disabilities (SWD) showed a significant improvement of +44.3 DFS from baseline, representing a substantial gain and strong evidence of effectiveness for this student group.

-English Learners (EL) improved by +6.5 DFS from baseline, reflecting modest but positive progress.

These ELA results suggest that the targeted interventions delivered through the Teachers on Assignment have been effective in supporting academic growth, particularly for Students with Disabilities.

Metric 8.2 – CAASPP Math Distance from Standard:

-All Students declined by -12.3 DFS from baseline, indicating that overall Math achievement has moved further from standard, suggesting the action has not yet been effective for the general student population in Math.

-Students with Disabilities (SWD) improved by +9.6 DFS from baseline, showing positive progress for this group in Math.

The Math results reflect the partial implementation noted in the goal analysis, where one of the two Teachers on Assignment was absent for much of the year, limiting consistent Math support. While SWD students still showed gains in Math, the decline for All Students highlights an area of concern that may benefit from fuller implementation and strengthened Tier 1 instruction moving forward.

Action 8.1 has shown strong effectiveness in ELA, particularly for Students with Disabilities (+44.3 DFS) and positive movement for All Students (+7.9 DFS) and English Learners (+6.5 DFS) as measured by Metric 8.1. In Math (Metric 8.2), the action has been partially effective, with Students with Disabilities improving (+9.6 DFS) but All Students declining (-12.3 DFS), likely influenced by the staffing challenge during implementation. As the school moves forward, strengthening Tier 1 instruction and ensuring full staffing of the Teachers on Assignment positions may help sustain ELA gains and improve Math outcomes for all 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.

Chronic absenteeism was added to the goal section, including the homeless, socioeconomically disadvantaged, students with disabilities, African American and Hispanic student groups. Metric 8.3 was added to measure the decrease of chronic absenteeism for those students and student groups. Action 8.1, Targeted Interventions in ELA and Math will be split funded with equity multiplier funds and other local funds. Action 8.2, supplemental professional development was added to address chronic absenteeism and math and ELA instruction. Action 8.3, Relational Interventions and Targeted Support for Chronic Absenteeism and Action 8.4, Restorative practices, was added to address chronic absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Targeted Interventions in ELA and Math	Two Teachers on Assignment will provide targeted interventions in ELA and Mathematics to students in all grade levels who are performing below grade level expectancies to bring to grade level. These are supplemental positions in addition to the Teachers on Assignment CJUSD provides to each site. Instructional materials and supplies may be needed to support interventions in Reading and Math. This action will be measured by M8.1 and M8.2.	$325,775	N
8.2	Supplemental Professional Development	Staff will participate in supplemental professional development on evidence-based instructional strategies to actively engage students in learning in the classroom. This will include consultants, resources, extra duty pay and substitute teachers. This action will be measured by M8.1, M8.2 and M8.3.	$192,000	N
8.3	Relational Interventions and Targeted Support for Chronic Absenteeism	Designated school staff and mentors will implement personalized relationship-building initiatives and facilitate targeted attendance intervention groups for students identified as chronically absent, specifically focusing on high-needs subgroups. These efforts will include regular check-ins and connection-building activities designed to foster a sense of belonging and provide the necessary support to remove barriers to school attendance. By strengthening these individual connections, the school aims to improve daily engagement and significantly reduce chronic absenteeism rates across the campus. These are additional supports and services to the school site.This action will be measured by M8.3	$6,000	N
8.4	Restorative Practices	The school will implement Restorative Practices across the school with a focus on proactive relationship-building and conflict resolution to increase student engagement. This action includes training staff on restorative approaches, such as restorative circles, materials, peer mediation and restorative conferences, to address behavioral incidents in ways that promote accountability, repair harm and strengthen community connections. These are additional supports and services to the school site. This action will be measured by M8.3	$13,000	N

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

2,4,6

An explanation of why the LEA has developed this goal.

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

Analysis of the California Dashboard revealed a pressing need for support: students were -61.1 points distance from standard in ELA and -84.2 points distance from standard in Math. African American students were -86.9 points distance from standard in ELA, -99.1 points distance from standard in Math, and 5.9% experienced suspensions. In response, educational partners identified building staff capacity through targeted professional development and in-class support as the most effective strategy for improving achievement in ELA, Math, and school climate.

Despite positive feedback on training quality, a high volume of initiatives and administrative transitions have led to significant staff fatigue. Data from walkthroughs and staff input highlight a critical need to pivot from additional training toward consistent in-class support and dedicated implementation time. Specifically, following *i-Ready* professional development, teachers requested math tutors to facilitate small-group rotations, allowing educators to focus on intensive instruction for high-need students. Furthermore, parents have identified a need for the integration of tutoring during the school day to alleviate the logistical challenges of after-school programs.

To address behavior concerns impacting instruction, the implementation of a behavior technician has already yielded positive results, including a reduction in behavioral incidents and the development of improved classroom management strategies. These successes have led to a strong desire among staff for additional behavior technicians to expand this support. Currently, the behavior technician provides tailored student interventions, pushes into classrooms to assist with strategies, and supports the PBIS Tier 2 team in building effective data-driven plans.

Moving forward, teachers will continue to be trained in restorative practices to continue building community and engage in Building Thinking Classrooms and targeted literacy training. To combat the reported fatigue and ensure successful implementation, these efforts will be

reinforced by clear expectations, coaching and modeling support in the classroom, focusing on building classroom communities where students feel valued and heard while allowing teachers the necessary bandwidth to refine their instructional practice.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.1	CAASPP ELA Distance from Standard (DFS) CA Dashboard	2024 Dashboard All: -57.2 DFS EL: -84.6 DFS AA: -84.5 DFS	2024 Dashboard All: -57.2 DFS EL: -84.6 DFS AA: -84.5 DFS	2025 All: -61.1 DFS EL: -79.1 DFS AA: -86.9 DFS	All: -51.2 DFS EL: -64.6 DFS AA: -64.5 DFS	All: -3.9 DFS EL: +5.5 DFS AA: -2.4 DFS
M9.2	CAASPP Math Distance from Standard (DFS) CA Dashboard	2024 Dashboard All: - 79.9 DFS EL: -117.2 DFS AA: -99.6 DFS	2024 Dashboard All: - 79.9 DFS EL: -117.2 DFS AA: -99.6 DFS	2025 All: - 84.2 DFS EL: -108 DFS AA: -91.1 DFS	All: - 71.9 DFS EL: -97.2 DFS AA: -79.6 DFS	All: - 4.3 DFS EL: +9.2 DFS AA: +8.5 DFS
M9.3	Suspension Rate Percentage of students suspended CA Dashboard	2024 Dashboard All: 4.4% AA: 9.2%	2024 Dashboard All: 4.4% AA: 9.2%	2025 All: 3.7% AA: 9.2%	All: 3.8% AA: 5.9%	All: -0.7% AA: 0%

Insert or delete rows, as necessary.

Goal Analysis for 2025 2026

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.

Cooley Ranch Elementary made meaningful progress in the implementation of Goal 9 during the 2025-2026 school year. Of the four actions within this goal, three were fully implemented (Actions 9.2, 9.3, and 9.4) and one was partially implemented (Action 9.1).

Action 9.1 – Restorative Practices was partially implemented. Staff training on restorative approaches did occur; however, staff needed additional training to solidify content and lacked the depth needed for teachers to fully adopt the practices. As a result, restorative practices are currently being implemented in only a few classrooms. A noted success was that the training helped communicate the direction the site wants to move toward. Challenges included the need for follow-up support, including in-class modeling. Moving forward, the principal plans to allocate dedicated instructional minutes for restorative practices and establish clearer expectations for implementation. There was a substantive difference in planned actions and actual implementation as staff was not able to fully integrate restorative practices into their daily routine.

Action 9.2 – Math Supports was fully implemented. A key success was the organic collaboration occurring across grade levels, with teachers sharing how they are implementing Building Thinking Classrooms strategies, and evidence of strategy transfer into some classrooms. Challenges included initiative fatigue, as the volume of professional development offered throughout the year resulted in teachers being out of the classroom multiple times. Additionally, the implementation is still in its beginning stages, and four teachers opted out of the training. There was a substantive difference between planned actions and implementation as not all teachers participated in the training and integrated Building Thinking Classrooms into their daily routines.

Action 9.3 – ELA Supports was fully implemented. UFLI and LETRS training were provided, and teachers voluntarily signed up to participate, reflecting strong buy-in. A challenge noted was that the training occurred later in the year than originally intended, though it is now underway. No substantive differences occurred.

Action 9.4 – Behavior Technician was fully implemented. Notable successes included a reduction in discipline incidents on site, positive changes in student behavior once trusting relationships were established between teachers and the Behavior Technician, and strong staff support for expanding the role by adding more behavior technicians. An initial challenge was shifting staff mindset to understand that the Behavior Technician's role was not that of a one-to-one behavior instructional assistant. Additionally, there is a growing recognition that staff would benefit from whole-group training to build their own capacity to support student behavior in the classroom. No substantive differences occurred.

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

In goal 9 Cooley Ranch equity multiplier there were some material differences between budgeted expenditures and estimated actual expenditures.

These actions and services included:

Goal 9 Action 1: Site was under-budget due to lower than anticipated costs for the training and materials.

Goal 9 Action 2:Site was under-budget due to lower than anticipated costs for the training and materials.

Goal 9 Action 3: Site was under-budget due to lower than anticipated costs for the training and materials.

Goal 9 Action 4: Site was under-budget due to lower than anticipated costs for the behavior technicians.

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

Action 9.1 (Restorative Practices) focuses on implementing restorative practices to reduce suspensions, with a specific focus on African American students. Based on the Current Difference from Baseline for M9.3:

-All Students: The suspension rate decreased by -0.7%, moving from 4.4% to 3.7%, which reflects positive progress toward the goal.

-African American Students: The suspension rate showed 0% change from the baseline of 9.2%, indicating no improvement for this student group.

While the overall suspension rate has shown a modest decline, the lack of progress for African American students suggests that Action 9.1 has been partially effective to date. This aligns with the implementation narrative, which noted that the restorative practices training lacked sufficient depth and that implementation is occurring in only a few classrooms. The absence of measurable improvement for African American students — the primary focus of this action — highlights the need for deeper, more sustained implementation, including dedicated instructional time for restorative practices, in-class modeling, and clearer expectations for schoolwide adoption.

Action 9.2 (Math Supports) focuses on implementing Building Thinking Classrooms strategies to improve math outcomes for African American and English Learner students. Based on the Current Difference from Baseline for M9.2:

-All Students: The distance from standard moved -4.3 points further from the baseline (from -79.9 to -84.2 DFS), indicating a decline.

-English Learner (EL) Students: The distance from standard improved by +9.2 points (from -117.2 to -108.0 DFS), reflecting meaningful progress.

-African American (AA) Students: The distance from standard improved by +8.5 points (from -99.6 to -91.1 DFS), also reflecting meaningful progress.

Action 9.2 demonstrates mixed effectiveness. While the targeted student groups — English Learners and African American students — both showed notable gains in math, the overall student population experienced a slight decline. The positive movement for the two focus groups suggests that the Building Thinking Classrooms strategies are beginning to have an impact where they are being implemented. However, the decline for all students, combined with the reported initiative fatigue and the fact that four teachers opted out of the training, suggests that broader and more consistent implementation is needed to extend these gains across the entire school.

Action 9.3 (ELA Supports) focuses on evidence-based ELA training (UFLI and LETRS) to improve reading and writing instruction for African American and English Learner students. Based on the Current Difference from Baseline for M9.1:

-All Students: The distance from standard moved -3.9 points further from the baseline (from -57.2 to -61.1 DFS), indicating a decline.

-English Learner (EL) Students: The distance from standard improved by +5.5 points (from -84.6 to -79.1 DFS), reflecting positive progress.

-African American (AA) Students: The distance from standard moved -2.4 points further from the baseline (from -84.5 to -86.9 DFS), indicating a slight decline.

Action 9.3 shows limited effectiveness to date. English Learner students demonstrated encouraging growth in ELA, suggesting that the evidence-based literacy training is beginning to yield results for this group. However, African American students and all students both experienced slight declines. The delayed start of the training during the school year may have contributed to the limited impact. Continued and timely implementation, along with sustained coaching and support, will be important to extend gains to African American students and the broader student population.

Action 9.4 (Behavior Technician) provides a Behavior Technician to support classroom management, PBIS Tier 2 interventions, and individualized support for African American students to reduce suspensions. Based on the Current Difference from Baseline for M9.3:

-All Students: The suspension rate decreased by -0.7% (from 4.4% to 3.7%), reflecting positive progress.

-African American (AA) Students: The suspension rate showed 0% change from the baseline of 9.2%, indicating no improvement for this student group.

Action 9.4 has been partially effective. The overall reduction in suspension rates is a positive indicator, and the implementation narrative highlights meaningful successes such as reduced discipline incidents, stronger relationships between staff and students, and strong staff support for expanding the role. However, the lack of measurable improvement in the suspension rate for African American students — the primary target of this action — suggests that additional strategies are needed. The growing recognition that whole-group training is needed to build staff capacity in supporting student behavior may be a valuable next step in extending the positive impact of this action to African American students specifically.

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.

Financial allocations for Cooley Ranch Elementary have been adjusted to reflect updated vendor costs and instructional needs for the 2026–2027 school year.

Action 9.1: Funding for restorative practices was reduced based on lower vendor quotes. ELA supports were adjusted from due to more economical training costs than originally projected.

Action 9.2: Math supports increased to fund essential in-class coaching, supplemental materials, and the specialized furniture required to foster collaborative learning environments.

Action 9.5: Following an i-Ready training, staff identified a need for enhanced small-group leadership capacity. This action adds math tutors to facilitate concurrent small-group rotations and provide targeted instructional support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Restorative Practices	The school will implement Restorative Practices across the school with a focus on proactive relationship-building and conflict resolution to reduce suspensions for African American students. This action includes training staff on restorative approaches, such as restorative circles, peer mediation and restorative conferences, to address behavioral incidents in ways that promote accountability, repair harm and strengthen community connections. Additionally, students and families will be engaged through workshops and assemblies to build understanding and increase community connections. These are additional supports and services to the school site. This action will be measured by M9.3	$80,000	N
9.2	Math Supports	Teachers will implement strategies associated with Building Thinking Classrooms to accelerate learning and improve outcomes in math for African American and English Learner student groups. Professional development accompanied with in-class modeling and coaching will be utilized to promote the successful transfer of strategies into the classroom. These are additional supports, resources, materials and services to the school site. This action will be measured by M9.2	$200,000	N
9.3	ELA Supports	Teachers will utilize evidence-based ELA training to support effective reading and writing instruction to improve academic achievement for African American and English Learner student groups. These are additional supports and services to the school site. This action will be measured by M9.1	$110,000	N

9.4	Behavior Technician	A Behavior Technician will serve as a resource for teachers by providing support in classroom management, PBIS Tier 2 support and individualized support for African American students to reduce suspension. This is an additional supplemental service to the site.. This action will be measured by M9.3	$175,000	N
9.5	Small Group Math Instruction	Teachers and math tutors will provide targeted small group interventions in Mathematics to students in all grade levels who are performing below grade level expectancies to bring to grade level. Tutors, instructional materials and supplies may be needed to support small group instruction in Math. This action will be measured by This action will be measured by M9.2	$200,000	N

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

State Priorities addressed by this goal.

4,5,6

An explanation of why the LEA has developed this goal.

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

Overview

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

Counseling and Mental Health Programs and Supports

One of CJUSD's primary initiatives focuses on the expansion of counseling and mental health supports. This effort includes the integration of secondary counselors to create safer, more supportive learning environments. Feedback from educational partners across several sites highlights counselors as a primary strength of the district. Students at Slover Mountain High School (SMHS) noted that counselors "already do so much to help us with our future," a sentiment echoed at Bloomington High School (BHS) where students and parents alike identified counseling resources as a high-value asset that must continue. At Grand Terrace High School (GTHS), students specifically credited counselors with providing the college help necessary to prepare them for life after graduation. Furthermore, at BHS and Joe Baca Middle School (JBMS), students identified supportive counseling staff as a primary reason they feel motivated to attend school. This support extends to individual needs, as seen at Ruth O. Harris Middle School, where students valued the ability to have "1 on 1" sessions to talk through personal challenges, and at Colton Middle School (CMS), where counselors help bridge the gap to higher education by hosting high school representatives.

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

English Learner, Literacy, and Mathematics Support

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

To support this goal, Literacy Teachers on Assignment will serve selected elementary schools by coaching classroom teachers, modeling effective instructional strategies, and facilitating data analysis aligned with the district's Professional Learning Framework. Additionally, English Learner Specialists at each school site will work with teachers to implement research-based strategies that promote English Learner progress. Evidence suggests that impactful changes in teacher practice occur when professional development is content-focused and incorporates active learning (Darling-Hammond, Hyler, & Gardner, 2017). Moreover, the strategic use of data is vital in improving instruction, and a dedicated Data Quality Specialist will assist in organizing and interpreting this information to support continuous instructional improvement.

Educational partner feedback provides robust support for the "Literacy and Math Support" initiative, particularly through the recommendation to continue using small group instruction to better meet diverse student needs. This feedback underscores a specific necessity for increased academic and linguistic support within Dual Immersion programs, where partners highlighted the importance of "In-Class Support & Coaching" and cross-site collaboration to elevate instructional quality. These recommendations align with the district's transition toward "first-best" instructional practices, specifically the planned focus on Assets-based Responsive Instruction for the 2026-2027 school year. Furthermore, survey data confirms that parents prioritize and value ongoing assistance in core competencies; approximately 96.9% of parents responding to the English survey agree that their children are currently receiving adequate support in reading and writing. This collective feedback validates the initiative's focus on coaching and research-based strategies to ensure English Learners and all students receive targeted, high-quality instruction.

Credit Recovery

Credit recovery programs are designed to support high school students who have failed courses by providing them with opportunities to retake those courses and earn the necessary credits for graduation. Student feedback from the high school forum specifically identifies credit recovery programs as both a current strength and a necessary resource. At SMHS, students identified the ability to catch up on credits and graduate on time as a primary motivator for attendance, specifically requesting expanded access to "Edgenuity" to recover partial credits more conveniently. Students at GTHS also highlighted the importance of having numerous opportunities for online classes, noting that the alignment between doing their work and earning credits toward a diploma is what drives their daily engagement.

Increasingly, these programs utilize online platforms to deliver instruction, offering flexibility and accessibility for students at risk of falling behind. Notably, Wyatt (2017) found that school divisions implementing online credit recovery programs experienced improvements in on-time graduation rates. The success of these programs depends on thoughtful implementation, including instructional design, student engagement strategies, and ongoing support from staff.

Conclusion

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Percentage of students making progress towards English Proficiency on ELPAC on the CA School Dashboard. Priority: 4 District Level	All: 48.2% LTEL: 46.8% (2024)	All: 48.2% LTEL: 46.8% (2024)	2025 All: 44.2% LTEL: 44.2%	All: 48.2% LTEL: 46.8%	All: -4% LTEL: -2.6%

10.2	CAASPP ELA Distance from Standard (dfs) on CA Dashboard District Level State Priority: 4	All: -50.2 dfs Middle Schools: -68 dfs High Schools: -23 dfs EL: -85.8 dfs SED: -55.5 dfs FY: -89.7 dfs (all 2024)	All: -50.2 dfs Middle Schools: -68 dfs High Schools: -23 dfs EL: -85.8 dfs SED: -55.5 dfs FY: -89.7 dfs (all 2024)	All: -46 dfs Middle Schools: -69.5 dfs High Schools: -21.2 dfs EL: -76.9 dfs SED: -50.9 dfs FY: -80.7 dfs	All: -47.8 dfs Middle Schools: -65 dfs High Schools: -20 dfs EL: -75 dfs SED: -50 dfs FY: -73.7 dfs	All: +4.2 dfs Middle Schools: -1.5 dfs High Schools: +1.8 dfs EL: +8.9 dfs SED: +4.6 dfs FY: +9 dfs
10.3	CAASPP Math Distance from Standard (DFS) on CA Dashboard District Level State Priority 4	All: -88.5 dfs Middle Schools: -110 dfs High Schools: -117 dfs EL: -114.8 dfs SED: -93.2 dfs FY: -117.2 dfs (all 2024)	All: -88.5 dfs Middle Schools: -110 dfs High Schools: -117 dfs EL: -114.8 dfs SED: -93.2 dfs FY: -117.2 dfs (all 2024)	All: -84.6 dfs Middle Schools: -109.7 dfs High Schools: -116.5 dfs EL: -110.2 dfs SED: -89.4 dfs FY: -124.2 dfs (2025)	All: -82.3 dfs Middle Schools: -105.9 dfs High Schools: -113 dfs EL: -107.0 dfs SED: -85 dfs FY: -120.2 dfs	All: +3.9 dfs Middle Schools:+.3 dfs High Schools: +.5 dfs EL: +4.6 dfs SED: +3.8 dfs FY: -7 dfs
10.4	LCAP Survey percentage of students who feel there is a positive school environment on their campus. Local Metric State Priority: 6	All: 51% (2025 LCAP Survey)	All: 51% (2025 LCAP Survey)	All: 50% (2026 LCAP Survey)	All: 52%	All: -1%

10.5	Chronic Absenteeism (Dashboard) District Level State Priority: 5	All: 23.6% (2024) EL: 20.7% SED: 25.1% FY: 28.6% (All 2024)	All: 23.6% (2024) EL: 20.7% SED: 25.1% FY: 28.6% (All 2024)	All: 21.9% (2025) EL: 19.7% SED: 23.2% FY: 23.5% (All 2025)	All: 20% EL: 20% SED: 21% FY: 20%	All: - 1.7% EL: -1.0% SED: -1.9% FY: - 5.1%
10.6	Graduation Rate Percentage of students graduating High School CA Dashboard District Level State Priority: 5	All: 87.3% (2024) EL: 79.7% SED: 87.2% FY: 64.3%	All: 87.3% (2024) EL: 79.7% SED: 87.2% FY: 64.3%	All: 91.7% (2025) EL: 81.9% SED: 91.6% FY: 93.3%	All: 90% EL: 85% SED: 90% FY: 83%	All: +4.4% EL: +2.2% SED: +4.4% FY: +29%

Insert or delete rows, as necessary.

Goal Analysis for 2025 2026

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.

CJUSD fully implemented all three actions under Goal 10 during the 2025–2026 school year, with no substantive differences between planned and actual implementation for any of the actions (Actions 10.1, 10.2, and 10.3).

Action 10.1 – Counseling and Mental Health Action Supports was fully implemented as planned. The district experienced notable successes, including the continuation of trainings with Hatching, counseling staff conducting presentations at their sites on their roles in supporting academic success and the ways they support students, the development of school-level plans for comprehensive counseling programs, and the creation of a counseling handbook with district priorities and a year-long timeline of actions and priorities. Challenges included ensuring a clear understanding of counselor priorities from administration and a desire among counseling staff for more time to collaborate.

Action 10.2 – English Learner, Literacy and Mathematics Support was fully implemented as planned. The district experienced significant successes across multiple components of this action. Multilingual Education and Language (MEL) Specialists provided direct support to

school sites and served as a resource to meet the needs of students, increasing the level of expertise for English Learners at the site level. LETRS training contributed to improved DIBELS scores at sites with strong implementation, with teachers increasingly using academic vocabulary related to the science of reading and applying evidence-based strategies. Teacher knowledge and application of the training increased, waitlists for training grew, and teachers who were previously resistant changed their mindset and internalized the work through the self-paced process. The Data Quality Research Specialist expanded the capacity of the Learning Support Services department to aggregate and disaggregate data for educational partners in an easily accessible format and improved communication between Educational Services and IT to avoid duplication of work. Literacy coaches contributed to larger growth at sites utilizing coaching and modeling compared to schools where this support was not occurring, shifted school culture toward co-planning, co-teaching, and modeling in the classroom, increased the number of teachers participating in these collaborative learning cycles, increased the number of K–1 teachers effectively progress monitoring, and supported growth in UFLI use. Challenges included the need for MEL Specialists to have more time to increase their expertise through training and build systems to sustain that level of support, ensuring that LETRS self-paced activities occur and that all teachers transfer training to classroom application, redefining roles and responsibilities for the newly created Data Quality Research Specialist position, and initial resistance from some teachers to allow literacy coaches into their classrooms, with ongoing work needed to shift mindsets toward collaborative learning cycles.

Action 10.3 – Credit Recovery was fully implemented as planned. Credit recovery moved to the Washington campus under the coordinated oversight of a counselor, a teacher, and an administrator. The district experienced significant success in the overall number of credits recovered, with 629 unique students enrolling in the program and earning approximately 2,750 credits. While the district navigated an initial challenge regarding staff adjustment to the new program structure, student outcomes improved dramatically over the course of the year. Overall program enrollment grew by 126 students, and completion rates surged from 18.6% in the first semester to 45.9% in the second semester, demonstrating that the program gained substantial momentum and efficacy as staff and students adapted to the new system.

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

In goal 10 LREBG there were some material differences between budgeted expenditures and estimated actual expenditures.

These actions and services included:

Goal 10 Action 1: LREBG was under-budget due to lower than anticipated costs for salaries and materials.

Goal 10 Action 2:Site was under-budget due to lower than anticipated costs for the training and salaries..

Goal 10 Action 3: Site was under-budget due to lower than anticipated costs for credit recovery..

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

Action 10.1 Counseling and Mental Health Action Supports shows mixed effectiveness to date in making progress toward Goal 10.

-Metric 10.4 – Positive School Climate (LCAP Survey): The current difference from baseline shows a decline of -1% for All Students (from 51% to 50%). This suggests that despite the implementation of counseling supports and PBIS frameworks, students' perceptions of a positive school environment have slightly decreased. While this decline is modest, it indicates that the action has not yet produced measurable improvement in school climate for the overall student population.

-Metric 10.5 – Chronic Absenteeism: In contrast, this metric shows encouraging progress across all student groups:

-All Students improved by -1.7% (from 23.6% to 21.9%), indicating fewer students are chronically absent.

-English Learners (EL) improved by -2.7% (from 20.7% to 19.7% — note: the difference reflects meaningful progress).

-Socioeconomically Disadvantaged (SED) students improved by -1.9% (from 25.1% to 23.2%).

-Foster Youth (FY) showed the most significant improvement at -5.1% (from 28.6% to 23.5%).

The chronic absenteeism data suggests that the counseling and mental health supports, combined with PBIS frameworks, are having a positive impact on attendance, particularly for Foster Youth, who demonstrated the largest reduction. However, the slight decline in perceived positive school climate (M10.4) suggests there may be an opportunity to strengthen the connection between counseling supports and students' day-to-day experience of school environment. Overall, this action is demonstrating partial effectiveness — strong in attendance outcomes but with room for growth in school climate perceptions.

Action 10.2 – (English Learner, Literacy and Mathematics Support) shows mixed effectiveness across its three aligned metrics.

-Metric 10.1 – ELPAC Progress Toward English Proficiency:

-All English Learners declined by -4% (from 48.2% to 44.2%).

-Long-Term English Learners (LTELs) also declined by -2.6% (from 46.8% to 44.2%).

This decline indicates that the current supports have not yet been effective in accelerating English Learners' progress toward English proficiency. This is an area of concern that may warrant closer examination of how MEL Specialists and instructional strategies are specifically targeting language development.

-Metric 10.2 – CAASPP ELA Distance from Standard:

-All Students improved by +4.2 dfs (from -50.2 to -46 dfs), showing positive movement.

-English Learners (EL) showed strong improvement at +8.9 dfs (from -85.8 to -76.9 dfs).

-Socioeconomically Disadvantaged (SED) students improved by +4.6 dfs (from -55.5 to -50.9 dfs).

-Foster Youth (FY) demonstrated the strongest growth at +9 dfs (from -89.7 to -80.7 dfs).

-High Schools improved by +1.8 dfs (from -23 to -21.2 dfs).

-However, Middle Schools declined by -1.5 dfs (from -68 to -69.5 dfs), indicating that ELA supports at the middle school level have not yet yielded positive results.

-Metric 10.3 – CAASPP Math Distance from Standard:

-All Students improved by +3.9 dfs (from -88.5 to -84.6 dfs).

-English Learners (EL) improved by +4.6 dfs (from -114.8 to -110.2 dfs).

-Socioeconomically Disadvantaged (SED) students improved by +3.8 dfs (from -93.2 to -89.4 dfs).

-Middle Schools showed minimal improvement at +0.3 dfs (from -110 to -109.7 dfs).

-High Schools showed minimal improvement at +0.5 dfs (from -117 to -116.5 dfs).

-Foster Youth (FY), however, declined by -7 dfs (from -117.2 to -124.2 dfs), which is a significant area of concern.

Overall, Action 10.2 is demonstrating moderate effectiveness in ELA, with notable gains for English Learners, Socioeconomically Disadvantaged students, and Foster Youth in ELA (M10.2). Math gains (M10.3) are more modest, and the decline for Foster Youth in Math is concerning. The decline in ELPAC progress (M10.1) for both All ELs and LTELs suggests that while literacy and math instruction may be improving, the specific language development component needs strengthening. Middle school performance in both ELA and Math remains an area requiring additional attention.

Action 10.3 –(Credit Recovery) demonstrates strong effectiveness in making progress toward Goal 10.

-Metric 10.6 – Graduation Rate:

-All Students improved by +4.4% (from 87.3% to 91.7%).

-English Learners (EL) improved by +2.2% (from 79.7% to 81.9%).

-Socioeconomically Disadvantaged (SED) students improved by +4.4% (from 87.2% to 91.6%).

-Foster Youth (FY) showed a remarkable improvement of +29% (from 64.3% to 93.3%), which is an extraordinary gain.

The graduation rate data strongly suggests that the credit recovery program is highly effective in supporting students to stay on track and complete their graduation requirements. The gains are particularly noteworthy for Foster Youth, whose graduation rate increased dramatically. English Learners also showed positive growth, though at a more modest rate, which may indicate an opportunity to further tailor credit recovery supports for this student group. The Socioeconomically Disadvantaged student group also showed strong improvement, mirroring the overall district gains.

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.

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

M10.1: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: All 52.8% to 48.26%; LTEL: 48% to 46.8%.

M10.2: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: Middle School: -70 dfs to -65 dfs; high school: -32.2 dfs to -20 dfs; FY: -70 dfs to -73.7 dfs.

M10.3: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: EL: -100dfs to -107dfs; FY: -100 to -120.2 dfs.

M10.4: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows:All: 60% to 52%.

M10.5: The Year 3 targeted outcomes have been adjusted to ensure alignment with attainable growth goals and to strengthen measurement validity based on analysis of Year 1 and Year 2 results. Specifically, the targets were revised as follows: EL: 18% to 20%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Counseling and Mental Health Action Supports	The District will maintain secondary counselors, mental health resources, and college and career materials at school sites to support low income, English learners, and foster youth to address barriers and improve outcomes with PBIS Frameworks focusing on increased attendance and positive school climate. This action will be measured by M10.4 and M10.5.	$10,749,006.00	N
10.2	English Learner, Literacy and Mathematics Support	The District is providing first best initial instruction to students using data-driven practices, LETRs training, Literacy Teachers on Assignment, Math and English Language Arts Curriculum Program Specialists, and a Data Quality Specialist to improve student learning outcomes, as measured by M10.1, M10.2, M10.3	$3,162,650	N
10.3	Credit Recovery	The District is providing credit recovery support to credit-deficient students to help them stay on track for graduation, as measured by M10.6.	$190,000	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$84,019,277	$10,854,400

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
40.424%	0%	$0	40.424%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	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

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

		benefit from the cognitive, academic, and social advantages of bilingualism. Additionally, providing these supports to the entire school community helps build a culture of linguistic appreciation and collaboration, which is essential for the success of Dual Immersion programs and the academic achievement of English Learners.	

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

Goal 1: Action 11: Advancement Via Individual Determination (AVID): Site Teacher & Student Support	The 2023 CA School Dashboard data highlights a disparity in students meeting A-G requirements, with only 25.9% of all students achieving this benchmark. The numbers are lower for English Learners (9.2%) and low-income students (24.5%), with foster youth slightly higher at 33.3%. This contrast emphasizes the need for the Advancement Via Individual Determination (AVID) program, which aims to close the opportunity gap and prepare students for college readiness. The impressive results from AVID participants, where 73.2% of seniors met A-G requirements, including 65.2% of low-income students, demonstrate the program's effectiveness in supporting traditionally underserved student populations. Feedback from educational partners included the LCAP Parent Committee and LCAP Steering committee requesting to continue supporting AVID due to the positive results from our students. In addition, the LCAP Survey showed Teachers and Staff asking for the need for a more inclusive curriculum that aligns with student needs, students responding with the need for more engaging and diverse elective classes and more support for struggling students. Parent LCAP surveys described the need for more academic support, and a more rigorous and engaging curriculum. Providing dedicated AVID teachers, tutors, instructional materials, and college field trips ensures that students receive the comprehensive support necessary to succeed academically and prepare for higher education. The fact that AVID students significantly outperform their peers in meeting A-G	CJUSD is committed to continue to support the AVID program. AVID students that are English Learners, low income, and foster youth make up 84% of the 763 AVID students in high school and 89.3% of the 747 AVID students in middle school. The actions and services are used to support programs at all levels and used to hire AVID teachers, AVID tutors, purchase instructional materials, AVID participation and field trips to local colleges and universities. The data for AVID students when compared to all seniors on A-G demonstrate the benefit to our unduplicated students in increasing their rate of a-g over the all student group. These programs are provided on a Schoolwide basis to support students being college and career ready and while all students will benefit from these actions they are principally directed toward our low income and English Learner students to support a-g completion and academic success. Providing the AVID program on a schoolwide basis is essential because it allows unduplicated students—such as low-income, English Learners, and foster youth—to benefit from learning and collaborating alongside peers from diverse backgrounds, which helps develop crucial skills like teamwork, communication, and problem-solving. If AVID were limited only to unduplicated students, it could unintentionally single them out, leading to feelings of stigma or isolation and reducing the program’s effectiveness by depriving them of an inclusive, supportive environment. By making AVID accessible to all students, the district fosters a culture of high expectations, mutual	This action will be measured by the metrics identified in the action description.

	requirements justifies the continued and expanded implementation of this program. By investing in AVID, the district can address the educational inequities and better support English Learners and foster youth, who currently show 0% achievement in A-G requirements within the AVID program. This investment is crucial for equipping all students with the skills and opportunities needed for college readiness and future success.	respect, and academic support, ensuring that unduplicated students are empowered to succeed without being segregated or labeled, and maximizing the positive impact of the program for the entire school community.	

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

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

	educational mission and addressing the diverse needs of our student population.	study and equitable access to programs. All these actions lead to improved student outcomes. While all students will benefit from these actions they are principally directed toward our low income, foster youth, and English Learner students to support student equitable access to a broad course of study and programs.	

Goal 2: Action 1: ELA Support; Action 2: Math Support; Action 3: Summer School Action 4: Elementary Instructional Support Action 6: MS MESA: Action 7: Site/Department Support; Action 8: NGSS/Math Materials; Action 18: Classroom instructional Support; Action 21: Science Fair Support; Action 22: PSAT Testing for 8th Grade;	The 2023 CA School Dashboard data clearly indicates substantial academic challenges and achievement gaps among our student population, particularly among English Learners, Foster Youth, and Low-Income students. For example, in CAASPP English Language Arts (ELA), all students are performing 56.8 points below the standard, but English Learners are 91.8 points below, Foster Youth 83.6 points below, and Low-Income students also 83.6 points below. There is also a gap in Mathematics, with all students 91.3 points below the standard, English Learners 116.5 points below, Foster Youth 109.1 points below, and Low-Income students 96.5 points below. Furthermore, graduation rates highlight significant disparities, with an overall rate of 86%, compared to only 71.8% for English Learners and 75% for Foster Youth. Additionally, the CAST Science scores reveal that only 14.05% of all students are meeting proficiency standards, with dramatically lower percentages for English Learners (0.65%) and slightly better outcomes for Foster Youth (18.75%) and Low-Income students (13.08%). The data from MAPS secondary assessments, I-Ready, and DIBEL's reading fluency assessment further corroborate the necessity of these actions. For example, at the secondary level MAPS data indicates that only 47.6% of English Learners and 53.0% of Low-Income students show growth in Math for Grades 7-11, 43.3% of English Learners and 49.3% of Low income students show growth in Reading, and 33.4% of English Learners and 55.6% of low income students show growth in Language. At the	To enhance support for ELA and Math across the district the district is providing ELA and Math TOA's at the secondary level and Elementary levels to provide targeted interventions to unduplicated students, secondary summer school to prevent learning loss and allow unduplicated students to recoup credits for failed courses, site and department support, MS MESA teachers, and PSAT Testing for 8th grade to increase support for Math, instructional materials, instructional assistants to assure best first instruction and provide immediate assistance and support and retention teachers to lower class sizes and provide targeted support to close the gap for our unduplicated students compared to all students in ELA and Math. ELA Support, Math Support, Summer School, Elementary Instructional Support, MS MESA, Site/Department Support, PSAT Testing for 8th Graders, and NGSS/Math Materials actions are provided on a Schoolwide basis to support students. Classroom Instructional Support, Science Fair, Teacher Retention, and Equity and Achievement Support are provided on an LEA wide basis to provide continuity of support as students move through the grade levels. All these actions support students becoming college and career ready and while all students will benefit from these actions they are principally directed toward our low income, foster youth, and English Learner students to narrow the achievement gap and promote our goals of equity and academic achievement across the district.	This action will be measured by the metrics identified in the action description.

Action 24: Teacher Retention; Action 25: Equity & Achievement Support	elementary level I-Ready data shows that just 20% of English Learners, 13% of Foster Youth and 20% of low income are meeting Math standards compared to 27% for all students and 20% of English Learners, 29% of Foster youth and 28% of low income students are at grade level in ELA compared to 37% for the all student group DIBELs data shows reading fluency at 49% for all students, 49% for English Learners, 35% for Foster Youth and 46% for Low income students. In addition, educational partner feedback from district parent meetings and student, staff, and student LCAP Surveys demonstrate the need for more electives, support for interventions, increased activities, and more supportive learning environments. Given these academic deficits, it is imperative to implement targeted actions as outlined in the LCAP to address the specific needs of these student groups. This includes providing additional instructional support by hiring more teachers to lower class sizes and employing Teachers on Assignment (TOAs) and instructional aides. These measures will facilitate more personalized and effective teaching, particularly in ELA, Science, and Math, ensuring that instructional materials are tailored to meet the diverse needs of our students. Furthermore, ensuring equitable access to resources and support services is essential to bridge these achievement gaps. This		

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

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

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

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

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

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

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

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

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

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

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

Goal 3: Action 5: Mental Health Student Support; Action 6: Site Support; Action 8: Comprehensive School Counseling	The data from the 2024 CA School Dashboard highlights improvements but also significant challenges in student attendance and overall school climate, emphasizing the critical need for robust social-emotional support systems and continued improvement in these areas. Chronic absenteeism dropped to 23.6% from 35% for all students, to 20.7% from 33.2% of English Learners, from 28.6% from 30.9% of Foster Youth, and to 25.1% from 36.5% of Low-Income students missing school. Similarly, attendance rates for all students increased to 93.2% from 91.74%, English learners to 93.3% from 91.50%, Foster Youth to 94.4% from 91.54%, and low income to 93.1% from 91.56%.These figures while improved still underscore the need for targeted interventions to address the underlying social-emotional issues contributing to absenteeism and disengagement. Additionally, school climate ratings for middle schools and high schools are scoring below the good threshold of 3.0 dropping from 2.87 to 2.86 and maintaining 2.86, respectively. This indicates a continued support for the need for student well-being and learning. To address these pressing issues, the actions described in the LCAP, including the support from the Director of Mental Health and over 20 interns, are essential. These professionals provide critical social-emotional support at school sites, helping to address the mental health needs of students. The establishment of wellness and activity centers at the high schools and now being added to the middle schools is	CJUSD continues our improvement journey and has placed a high emphasis on mental and physical health of students to support school attendance, positive behaviors, and academic success. Over the last 3 years the focus has been on increasing referrals to our mental health program as numbers rose from 417 students to over 1000 students. The focus for the next three years is concentrating on offering tier 2 and tier 3 supports and whether students have had their needs addressed so they may return to the classroom and be successful. Our first line of support is our physical health focus with our nurses, health assistance, and psychologists that support all sites. Activity centers provide areas for students to work on their physical health so they may maintain focus in classrooms. Our Mental Health program that includes a mental health director and clinical therapist allows us to work with local colleges to support over 40 interns working at our school sites to support student tier 2 and 3 needs. Comprehensive school counseling focuses on the initial referrals of students for social, emotional, behavioral, and academic support to assist students so they may return to class and be successful. While this initiative supports a comprehensive school-wide approach across school sites supporting all students, the goal of this action is to narrow the gaps in absenteeism, suspension rate, graduation rate and meet the tier 2 and 3 needs for English Learners, foster youth and low income students. This supports our broader goal of Student Wellness.	This action will be measured by the metrics identified in the action description.

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

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

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

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

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

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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

Goal 2: Action 16: Teacher Collaboration Days;	The data indicates an achievement gap between English Learners, LTEL's and their peers, with English Learners scoring lower in both Math and Reading on the MAPS secondary assessment and i-Ready assessments. Specifically, English Learners show a growth rate of 47.6% in Math and 43.3% in Reading for grades 7-11, while their proficiency in Language is only at 33.4%. Additionally, only 20% of English Learners are meeting the ELA standards, and a mere 13% are meeting the Math standards according to i-Ready data. Similarly, LTEL students data for 2024 CAASPP ELA show LTEL's at -134 distance from standard compared to the all student group of -56.8 distance from standard.This highlights the need for targeted instructional strategies to better support English Learner and LTEL students. In addition, educational partner feedback included teachers requesting professional development for English Learners and LTEL's specifically around differentiation of instructional strategies and DELAC parents requesting more accountability for student growth and achievement. To address these disparities, providing two dedicated collaboration days during the school year is essential. One collaboration day with a substitute will allow teachers to work together without interrupting their regular teaching schedule, and an additional day off calendar will provide further opportunities for in-depth planning and strategy development. These	CJUSD plans to support a focus on English Learner students and LTEL students with providing 2 non-student collaboration days in the school calendar, 1 collaboration day with a substitute and 1 collaboration day outside the school calendar to work on effective lesson planning with a focus on Integrated English Language Development (ELD) and Designated ELD to support increased outcomes in ELA and Math. Focus will be on developing lesson plans with language objectives and differentiation strategies for English Learners and LTEL's along with language acquisition skills, and preparing for in-class support for reading and writing interventions and scaffolded instruction specifically for LTEL's focusing on reclassification. This is targeted specifically to support English Learners, LTEL's and supports closing the gap in ELA and Math between our all student groups and our English Learners and LTEL's. These Teacher collaboration days are provided on an LEA wide basis to support students' equitable access to first best instruction with a focus on English Learner and LTEL students to support increased outcomes in ELA and Math.	This action will be measured by the metrics identified in the action description.

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

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

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

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

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

Goal 2, Actions 9 and 15- Provide Technology direct support to continue our 1 to 1 student Chromebook, hotspot and technology program which includes increasing library technician hours from 6 to 8 adding 3 site support technicians, and 1 electronics technician to provide

support, access, and training, to students using Chromebooks and other technology devices. This supports the district LCAP goals of Student Achievement and Equity for our students and parents of unduplicated students.

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No comparison schools, therefore, not applicable	No comparison schools, therefore, not applicable
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore, not applicable	No comparison schools, therefore, not applicable

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 207,846,651	$ 84,019,277	40.424%	0.000%	40.424%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 89,065,400	$ 26,274,219	$ 78,406	$ 2,217,734	$ 117,635,759.00	$ 64,801,584	$ 52,834,175

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	English Learner Support: Language Assessment Center	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3	$ 439,188	$ -	$ 439,188	$ -	$ -	$ -	$ 439,188	0.000%
1	2	English Learner Support: Language Support Services	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3	$ 1,284,095	$ -	$ 782,476	$ -	$ -	$ 501,619	$ 1,284,095	0.000%
1	3	English Learner Support: English Learner Site Support	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3	$ 1,053,810	$ -	$ 1,053,810	$ -	$ -	$ -	$ 1,053,810	0.000%
1	4	English Learner Support: Instruction and Technology	English Learners, LTEL's	Yes	Limited	English Learners	All Schools	3	$ -	$ 195,000	$ 195,000	$ -	$ -	$ -	$ 195,000	0.000%
1	5	English Learner Support: Dual Immersion	English Learners	Yes	Schoolwide	English Learners	Grimes, Birney, Grand Terrace, Zimmerman Elementaries, JBMS	3	$ 6,567,410	$ 175,000	$ 6,742,410	$ -	$ -	$ -	$ 6,742,410	0.000%
1	6	English Learner Support: Multilingual Instructional Support	English Learners	Yes	Limited	English Learners	All Schools	3	$ 1,814,944	$ -	$ 1,814,944	$ -	$ -	$ -	$ 1,814,944	0.000%
1	7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway Support	Unduplicated Students	Yes	Schoolwide	All	High Schools	3	$ -	$ 844,000	$ 162,000	$ 200,000	$ -	$ 482,000	$ 844,000	0.000%
1	8	CTE/LL: Work-Based Learning	Unduplicated Students	Yes	Schoolwide	All	High Schools	3	$ 1,932,270	$ 30,000	$ 1,817,808	$ 144,462	$ -	$ -	$ 1,962,270	0.000%
1	9	CTE/LL: Professional Development	Unduplicated Students	Yes	Schoolwide	All	High Schools	3	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
1	10	CTE/LL: ROP Program	Unduplicated Students	Yes	Schoolwide	All	High Schools	3	$ -	$ 3,723,650	$ 3,723,650	$ -	$ -	$ -	$ 3,723,650	0.000%
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	Middle & Comprehensive High Schools, Jurupa Vista Elementary	3	$ 1,988,405	$ 860,212	$ 2,848,617	$ -	$ -	$ -	$ 2,848,617	0.000%
1	12	AP Testing Support	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	High Schools	3	$ -	$ 220,844	$ 15,000	$ -	$ -	$ 205,844	$ 220,844	0.000%
1	13	VAPA: VAPA Teachers	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 3,250,474	$ 290,000	$ 3,540,474	$ -	$ -	$ -	$ 3,540,474	0.000%
1	14	VAPA: Site Support	Low Income	Yes	LEA-wide	Low-Income	All Schools	3	$ -	$ 642,500	$ 642,500	$ -	$ -	$ -	$ 642,500	0.000%
1	15	NJROTC Support	Low Income	Yes	Schoolwide	Low-Income	Bloomington High & Colton High	3	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
1	16	Student Field Trips	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ -	$ 270,000	$ 270,000	$ -	$ -	$ -	$ 270,000	0.000%
1	17	(No Longer Funded in 25-26) Athletics: Middle School and Alternative Ed Intramural	Low Income	No	Schoolwide	Low-Income	CMS, JBMS, RHMS, THMS, SMHS, WHS	1	$ -	$ 1,112,819	$ -	$ 1,112,819	$ -	$ -	$ 1,112,819	0.000%
1	18	Secondary Elective Textbooks	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
2	1	English Language Arts (ELA) Support	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3	$ 1,146,718	$ -	$ 1,146,718	$ -	$ -	$ -	$ 1,146,718	0.000%
2	2	Mathematics (Math) Support	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3	$ 1,487,689	$ -	$ 1,487,689	$ -	$ -	$ -	$ 1,487,689	0.000%
2	3	Summer School	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3	$ 1,075,000	$ 25,000	$ 1,100,000	$ -	$ -	$ -	$ 1,100,000	0.000%
2	4	Elementary Instructional Support	Unduplicated Students	Yes	Schoolwide	All	All Elementary Schools	3	$ 3,294,021	$ 906,612	$ 4,200,633	$ -	$ -	$ -	$ 4,200,633	0.000%
2	5	DIBELS Amplify Online	Unduplicated Students	Yes	Schoolwide	All	All Elementary Schools	3	$ -	$ 131,241	$ 131,241	$ -	$ -	$ -	$ 131,241	0.000%
2	6	MS MESA	Unduplicated Students	Yes	Schoolwide	All	All Middle Schools	3	$ 598,700	$ 30,000	$ 628,700	$ -	$ -	$ -	$ 628,700	0.000%
2	7	Site/Department Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 232,154	$ 6,539,730	$ 6,771,884	$ -	$ -	$ -	$ 6,771,884	0.000%
2	8	NGSS/Math Materials	Unduplicated Students	Yes	Schoolwide	All	Middle & High Schools	3	$ -	$ 678,000	$ 678,000	$ -	$ -	$ -	$ 678,000	0.000%
2	9	Library Support	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3	$ 3,261,411	$ -	$ 3,261,411	$ -	$ -	$ -	$ 3,261,411	0.000%

2	10	Library: K-12 Library Materials	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3	$ -	$ 444,500	$ 444,500	$ -	$ -	$ -	$ 444,500	0.000%
2	11	Special Education: Middle Schools Support	Special Education	No	Schoolwide	All	Middle Schools	3	$ 3,384,953	$ -	$ -	$ 3,384,953	$ -	$ -	$ 3,384,953	0.000%
2	12	Special Education: Instructional Support	Special Education	No	LEA-wide	All	All Schools	3	$ 4,704,766	$ -	$ -	$ 4,704,766	$ -	$ -	$ 4,704,766	0.000%
2	13	Special Education: Instructional Materials Support	Special Education	No	LEA-wide	All	All Schools	3	$ -	$ 392,100	$ -	$ 392,100	$ -	$ -	$ 392,100	0.000%
2	14	Student Technology	Low Income	Yes	LEA-wide	Low-Income	All Schools	3	$ -	$ 3,457,082	$ 3,457,082	$ -	$ -	$ -	$ 3,457,082	0.000%
2	15	Technology Support Staff	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 2,133,135	$ -	$ 2,133,135	$ -	$ -	$ -	$ 2,133,135	0.000%
2	16	Teacher Collaboration Days	English Learners	Yes	Limited	English Learners	All Schools	3	$ -	$ 2,665,481	$ 2,665,481	$ -	$ -	$ -	$ 2,665,481	0.000%
2	17	Teacher Induction	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ -	$ 223,301	$ 132,125	$ -	$ -	$ 91,176	$ 223,301	0.000%
2	18	Classroom Instructional Support	English Learners and Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	3	$ 2,648,229	$ -	$ 2,648,229	$ -	$ -	$ -	$ 2,648,229	0.000%
2	19	Alludo License	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ -	$ 63,425	$ 11,500	$ -	$ -	$ 51,925	$ 63,425	0.000%
2	20	Elementary Illuminate	Unduplicated Students	Yes	Schoolwide	All	Elementary Schools	3	$ -	$ 176,487	$ 176,487	$ -	$ -	$ -	$ 176,487	0.000%
2	21	Science Fair Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
2	22	PSAT Testing 8th grade	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	Middle Schools	3	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
2	23	Gifted and Talented Education (GATE): Site and Teacher Support	English Learners and Low Income	Yes	Schoolwide	English Learners and Low-Income	Elementary & Middle Schools	3	$ -	$ 141,723	$ 141,723	$ -	$ -	$ -	$ 141,723	0.000%
2	24	Teacher Retention	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ -	$ 3,361,901	$ 3,361,901	$ -	$ -	$ -	$ 3,361,901	0.000%
2	25	Equity & Achievement Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 237,300	$ 493,354	$ 730,654	$ -	$ -	$ -	$ 730,654	0.000%
3	1	PBIS: Student Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 213,693	$ 273,097	$ 486,790	$ -	$ -	$ -	$ 486,790	0.000%
3	2	PBIS: Intervention Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 7,181,090	$ -	$ 7,181,090	$ -	$ -	$ -	$ 7,181,090	0.000%
3	3	PBIS: Foster & Low Income Support Services	Foster Youth and Low Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	3	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
3	4	PBIS Aides	Unduplicated Students	Yes	Schoolwide	All	Elementary & Middle Schools	3	$ 1,572,612	$ -	$ 1,572,612	$ -	$ -	$ -	$ 1,572,612	0.000%
3	5	Physical & Mental Health: Mental Health Student Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 900,407	$ -	$ 900,407	$ -	$ -	$ -	$ 900,407	0.000%
3	6	Physical & Mental Health: Site Support	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 3,792,075	$ -	$ 3,678,319	$ 113,756	$ -	$ -	$ 3,792,075	0.000%
3	7	(No Longer Funded in 25-26) Physical & Mental Health: Activity Centers	Unduplicated Students	No	Schoolwide	All	Elementary Schools	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	8	Physical & Mental Health: Comprehensive School Counseling	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 2,910,176	$ -	$ 2,910,176	$ -	$ -	$ -	$ 2,910,176	0.000%
3	9	Home-to-School Transportation	Foster Youth and Low Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	3	$ 4,573,777	$ 6,837,177	$ 11,410,954	$ -	$ -	$ -	$ 11,410,954	0.000%
4	1	Family & Community Engagement Workshops/Meetings	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ -	$ 912,670	$ 27,500	$ -	$ -	$ 885,170	$ 912,670	0.000%
4	2	Multilingual Family & Community Communication	English Learners	Yes	Limited	English Learners	All Schools	3	$ 189,706	$ -	$ 189,706	$ -	$ -	$ -	$ 189,706	0.000%
4	3	Family & Community Resources	Low Income, Foster Youth & English Lerners	Yes	Limited	All	All Schools	3	$ 313,120	$ 2,500	$ 315,620	$ -	$ -	$ -	$ 315,620	0.000%
4	4	Family & Community Engagement: Communications	Unduplicated Students	Yes	LEA-wide	All	All Schools	3	$ 182,709	$ -	$ 182,709	$ -	$ -	$ -	$ 182,709	0.000%
4	5	Family & Community Engagement: Multilingual Services	English Learners	Yes	Limited	English Learners	All Schools	3	$ 437,547	$ -	$ 437,547	$ -	$ -	$ -	$ 437,547	0.000%
5	1	(No longer funded in 25-26) Intervention Support	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	2	Student and Family Engagement	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	3	$ -	$ 38,313	$ -	$ 38,313	$ -	$ -	$ 38,313	0.000%
5	3	Wellness Center	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	3	$ -	$ 120,000	$ -	$ 120,000	$ -	$ -	$ 120,000	0.000%
5	4	Science Lab	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	2	$ -	$ 76,497	$ -	$ 76,497	$ -	$ -	$ 76,497	0.000%
5	5	Assistant Principal	Unduplicated Students	No	Schoolwide	All	Slover Mountain HS	2	$ -	$ 213,826	$ -	$ 213,826	$ -	$ -	$ 213,826	0.000%

6	1	Wellness Center	All Students	No	Schoolwide	All	Washington HS	3	$ -	$ 120,000	$ -	$ 120,000	$ -	$ -	$ 120,000	0.000%
6	2	Student and Family Engagement	All Students	No	Schoolwide	All	Washington HS	3	$ -	$ 65,702	$ -	$ 65,702	$ -	$ -	$ 65,702	0.000%
6	3	Intervention Support	All Students	No	Schoolwide	All	Washington HS	3	$ -	$ 177,000	$ -	$ 177,000	$ -	$ -	$ 177,000	0.000%
6	4	Instructional Support	All Students	No	Schoolwide	All	Washington HS	3	$ -	$ 65,000	$ -	$ 65,000	$ -	$ -	$ 65,000	0.000%
6	5	Supplemental Professional Development	All Students	No	Schoolwide	All	Washington HS	3	$ -	$ 20,000	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
7	1	(No longer funded in 2026-27) Equity & School Climate Support	African-America	No	LEA-wide	All	Colton Joint USD	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
8	1	Targeted Interventions in ELA and Math	Students with Diabilities and English Learners	No	Schoolwide	English Learners	Wilson Elementary	3	$ -	$ 325,775	$ -	$ 247,369	$ 78,406	$ -	$ 325,775	0.000%
8	2	Supplemental Professional Development	All Students	No	Schoolwide	All	Wilson Elementary	1	$ -	$ 192,000		$ 192,000	$ -	$ -	$ 192,000	0.000%
8	3	Relational Interventions and Targeted Support for Chronic Absenteeism	All Students	No	Schoolwide	All	Wilson Elementary	1	$ -	$ 6,000		$ 6,000	$ -	$ -	$ 6,000	0.000%
8	4	Restorative Practices	All Students	No	Schoolwide	All	Wilson Elementary	1	$ -	$ 13,000		$ 13,000	$ -	$ -	$ 13,000	0.000%
9	1	Restorative Practices	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2	$ -	$ 80,000	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
9	2	Math Supports	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2	$ -	$ 200,000	$ -	$ 200,000	$ -	$ -	$ 200,000	0.000%
9	3	ELA Supports	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2	$ -	$ 110,000	$ -	$ 110,000	$ -	$ -	$ 110,000	0.000%
9	4	Behavior Technician	All Students	No	Schoolwide	All	Cooley Ranch Elementary	2	$ -	$ 175,000	$ -	$ 175,000	$ -	$ -	$ 175,000	0.000%
9	5	Small Group Math Instruction	All Students	No	Schoolwide	All	Cooley Ranch Elementary	1	$ -	$ 200,000	$ -	$ 200,000	$ -	$ -	$ 200,000	0.000%
10	1	Counseling and Mental Health Action Supports	All Students	No	LEA-wide	All	Colton Joint USD	2	$ -	$ 10,749,006	$ -	$ 10,749,006	$ -	$ -	$ 10,749,006	0.000%
10	2	English Learner, Literacy and Mathematics Support	All Students	No	LEA-wide	All	Colton Joint USD	2	$ -	$ 3,162,650	$ -	$ 3,162,650	$ -	$ -	$ 3,162,650	0.000%
10	3	Credit Recovery	All Students	No	LEA-wide	All	Colton Joint USD	2	$ -	$ 190,000	$ -	$ 190,000	$ -	$ -	$ 190,000	0.000%

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
$ 207,846,651	$ 84,019,277	40.424%	0.000%	40.42%	$ 89,065,400	0.000%	44.41%	Total:	$ 89,065,400
								LEA-wide Total:	$ 54,333,340
								Limited Total:	$ 7,893,772
								Schoolwide Total:	$ 26,838,288

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	English Learner Support: Language Assessment Center	Yes	Limited	English Learners	All Schools	$ 439,188	0.000%
1	2	English Learner Support: Language Support Services	Yes	Limited	English Learners	All Schools	$ 782,476	0.000%
1	3	English Learner Support: English Learner Site Support	Yes	Limited	English Learners	All Schools	$ 1,053,810	0.000%
1	4	English Learner Support: Instruction and Technology	Yes	Limited	English Learners	All Schools	$ 195,000	0.000%
1	5	English Learner Support: Dual Immersion	Yes	Schoolwide	English Learners	Grimes, Birney, Grand Terrace, Zimmerman Elementaries, JBMS	$ 6,742,410	0.000%
1	6	English Learner Support: Multilingual Instructional Support	Yes	Limited	English Learners	All Schools	$ 1,814,944	0.000%
1	7	Career Technical Education/Linked Learning (CTE/LL): Site Pathway Support	Yes	Schoolwide	All	High Schools	$ 162,000	0.000%
1	8	CTE/LL: Work-Based Learning	Yes	Schoolwide	All	High Schools	$ 1,817,808	0.000%
1	9	CTE/LL: Professional Development	Yes	Schoolwide	All	High Schools	$ 30,000	0.000%
1	10	CTE/LL: ROP Program	Yes	Schoolwide	All	High Schools	$ 3,723,650	0.000%
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	Yes	Schoolwide	English Learners and Low-Income	Middle & Comprehensive High Schools, Jurupa Vista Elementary	$ 2,848,617	0.000%
1	12	AP Testing Support	Yes	Schoolwide	English Learners and Low-Income	High Schools	$ 15,000	0.000%
1	13	VAPA: VAPA Teachers	Yes	LEA-wide	All	All Schools	$ 3,540,474	0.000%
1	14	VAPA: Site Support	Yes	LEA-wide	Low-Income	All Schools	$ 642,500	0.000%
1	15	NJROTC Support	Yes	Schoolwide	Low-Income	Bloomington High & Colton High	$ 10,000	0.000%
1	16	Student Field Trips	Yes	LEA-wide	All	All Schools	$ 270,000	0.000%
1	18	Secondary Elective Textbooks	Yes	Schoolwide	All	Middle & High Schools	$ 200,000	0.000%
2	1	English Language Arts (ELA) Support	Yes	Schoolwide	All	Middle & High Schools	$ 1,146,718	0.000%
2	2	Mathematics (Math) Support	Yes	Schoolwide	All	Middle & High Schools	$ 1,487,689	0.000%
2	3	Summer School	Yes	Schoolwide	All	Middle & High Schools	$ 1,100,000	0.000%
2	4	Elementary Instructional Support	Yes	Schoolwide	All	All Elementary Schools	$ 4,200,633	0.000%
2	5	DIBELS Amplify Online	Yes	Schoolwide	All	All Elementary Schools	$ 131,241	0.000%

2	6	MS MESA	Yes	Schoolwide	All	All Middle Schools	$ 628,700	0.000%
2	7	Site/Department Support	Yes	LEA-wide	All	All Schools	$ 6,771,884	0.000%
2	8	NGSS/Math Materials	Yes	Schoolwide	All	Middle & High Schools	$ 678,000	0.000%
2	9	Library Support	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 3,261,411	0.000%
2	10	Library: K-12 Library Materials	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 444,500	0.000%
2	14	Student Technology	Yes	LEA-wide	Low-Income	All Schools	$ 3,457,082	0.000%
2	15	Technology Support Staff	Yes	LEA-wide	All	All Schools	$ 2,133,135	0.000%
2	16	Teacher Collaboration Days	Yes	Limited	English Learners	All Schools	$ 2,665,481	0.000%
2	17	Teacher Induction	Yes	LEA-wide	All	All Schools	$ 132,125	0.000%
2	18	Classroom Instructional Support	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 2,648,229	0.000%
2	19	Alludo License	Yes	LEA-wide	All	All Schools	$ 11,500	0.000%
2	20	Elementary Illuminate	Yes	Schoolwide	All	Elementary Schools	$ 176,487	0.000%
2	21	Science Fair Support	Yes	LEA-wide	All	All Schools	$ 50,000	0.000%
2	22	PSAT Testing 8th grade	Yes	Schoolwide	English Learners and Low-Income	Middle Schools	$ 25,000	0.000%
2	23	Gifted and Talented Education (GATE): Site and Teacher Support	Yes	Schoolwide	English Learners and Low-Income	Elementary & Middle Schools	$ 141,723	0.000%
2	24	Teacher Retention	Yes	LEA-wide	All	All Schools	$ 3,361,901	0.000%
2	25	Equity & Achievement Support	Yes	LEA-wide	All	All Schools	$ 730,654	0.000%
3	1	PBIS: Student Support	Yes	LEA-wide	All	All Schools	$ 486,790	0.000%
3	2	PBIS: Intervention Support	Yes	LEA-wide	All	All Schools	$ 7,181,090	0.000%
3	3	PBIS: Foster & Low Income Support Services	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 100,000	0.000%
3	4	PBIS Aides	Yes	Schoolwide	All	Elementary & Middle Schools	$ 1,572,612	0.000%
3	5	Physical & Mental Health: Mental Health Student Support	Yes	LEA-wide	All	All Schools	$ 900,407	0.000%
3	6	Physical & Mental Health: Site Support	Yes	LEA-wide	All	All Schools	$ 3,678,319	0.000%
3	8	Physical & Mental Health: Comprehensive School Counseling	Yes	LEA-wide	All	All Schools	$ 2,910,176	0.000%
3	9	Home-to-School Transportation	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 11,410,954	0.000%
4	1	Family & Community Engagement Workshops/Meetings	Yes	LEA-wide	All	All Schools	$ 27,500	0.000%
4	2	Multilingual Family & Community Communication	Yes	Limited	English Learners	All Schools	$ 189,706	0.000%
4	3	Family & Community Resources	Yes	Limited	All	All Schools	$ 315,620	0.000%
4	4	Family & Community Engagement: Communications	Yes	LEA-wide	All	All Schools	$ 182,709	0.000%
4	5	Family & Community Engagement: Multilingual Services	Yes	Limited	English Learners	All Schools	$ 437,547	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 113,451,049.00	$ 121,223,397.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	English Learner Support: Language Assessment Center	Yes	$ 461,597	$ 411,242
1	2	English Learner Support: Language Support Services	Yes	$ 1,012,817	$ 1,055,091
1	3	English Learner Support: English Learner Site Suppot	Yes	$ 1,005,291	$ 1,007,322
1	4	English Learner Support: Instruction and Technology	Yes	$ 195,000	$ 445,290
1	5	English Learner Support: Dual Immersion	Yes	$ 5,663,773	$ 6,541,321
1	6	English Learner Support: Multilingual Instructional Support	Yes	$ 1,678,907	$ 1,325,270
1	7	Career Technical Education/Linked Learning (CTE/LL: Site Pathway Support	Yes	$ 844,000	$ 746,140
1	8	CTE/LL: Work-Based Learning	Yes	$ 2,567,236	$ 2,629,512
1	9	CTE/LL: Professional Development	Yes	$ 30,000	$ 3,158
1	10	CTE/LL: ROP Program	Yes	$ 3,403,000	$ 3,723,650
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	Yes	$ 2,724,586	$ 2,645,713
1	12	AP Testing Support	Yes	$ 220,844	$ 205,844
1	13	VAPA: VAPA Teachers	Yes	$ 3,169,488	$ 2,534,100
1	14	VAPA: Site Support	Yes	$ 642,500	$ 3,362,201
1	15	NJROTC Support	Yes	$ 10,000	$ 8,659
1	16	Student Field Trips	Yes	$ 270,000	$ 398,372
1	17	Athletics: Middle School and Alternative Ed Intramural	No	$ 1,112,819	$ 1,112,819
1	18	Secondary Elective Textbooks	Yes	$ 200,000	$ 62,258
2	1	English Language Arts (ELA) Support	Yes	$ 1,372,956	$ 1,114,209
2	2	Mathematics (Math) Support	Yes	$ 1,393,773	$ 1,435,201
2	3	Summer School	Yes	$ 1,100,000	$ 945,823
2	4	Elementary Instructional Support	Yes	$ 3,588,770	$ 3,198,511
2	5	DIBELS Amplify Online	Yes	$ 131,241	$ 109,142
2	6	MS MESA	Yes	$ 604,475	$ 613,876
2	7	Site/Department Support	Yes	$ 5,728,664	$ 13,281,234

2	8	NGSS/Math Materials	Yes	$ 200,000	$ 1,429,969
2	9	Library Support	Yes	$ 3,010,966	$ 2,964,093
2	10	Library: K-12 Library Materials	Yes	$ 450,000	$ 393,684
2	11	Special Education: Middle Schools Support	No	$ 3,384,953	$ 3,384,953
2	12	Special Education: Instructional Support	No	$ 4,704,766	$ 4,704,766
2	13	Special Education: Instructional Materials Support	No	$ 392,100	$ 392,100
2	14	Student Technology	Yes	$ 3,457,082	$ 3,344,897
2	15	Technology Support Staff	Yes	$ 1,944,007	$ 1,965,305
2	16	Teacher Collaboration Days	Yes	$ 2,665,481	$ 2,519,928
2	17	Teacher Induction	Yes	$ 223,301	$ 288,786
2	18	Classroom Instructional Support	Yes	$ 2,270,880	$ 2,289,665
2	19	Alludo License	Yes	$ 63,425	$ 115,350
2	20	Elementary Illuminate	Yes	$ 176,487	$ 123,148
2	21	Science Fair Support	Yes	$ 50,000	$ 33,641
2	22	PSAT Testing 8th grade	Yes	$ 25,000	$ 25,000
2	23	Gifted and Talented Education (GATE): Site and Teacher Support	Yes	$ 141,723	$ 91,873
2	24	Teacher Retention	Yes	$ 1,533,830	$ 11,302,717
2	25	Equity & Achievement Support	Yes	$ 493,354	$ 487,359
3	1	PBIS: Student Services	Yes	$ 486,790	$ 496,821
3	2	PBIS: Intervention Support	Yes	$ 6,911,753	$ 6,518,669
3	3	PBIS: Foster & Low Income Support Services	Yes	$ 100,000	$ 103,767
3	4	PBIS Aides	Yes	$ 1,477,335	$ 1,480,566
3	5	Physical & Mental Health: Mental Health Student Support	Yes	$ 841,122	$ 854,643
3	6	Physical & Mental Health: Site Support	Yes	$ 3,481,374	$ 3,253,944
3	7	(No Longer Funded in 25-26) Physical & Mental Health: Activity Centers	No		$ -
3	8	Physical & Mental Health: Comprehensive School Counseling	Yes	$ 2,998,087	$ 2,726,266
3	9	Home-to-School Transportation	Yes	$ 10,948,349	$ 10,337,986
4	1	Family & Community Engagement Workshops/Meetings	Yes	$ 912,670	$ 450,705
4	2	Multilingual Family & Community Communication	Yes	$ 42,458	$ 176,956
4	3	Family & Community Resources	Yes	$ 291,393	$ 293,278
4	4	Family & Community Engagement: Communications	Yes	$ 169,091	$ 172,619
4	5	Family & Community Engagement: Multilingual Services	Yes	$ 427,132	$ 354,424
5	1	(No longer funded in 25-26) Intervention Support	No		
5	2	Student and Family Engagement	No	$ 37,000	$ 36,197
5	3	Wellness Center	No	$ 110,000	$ 121,607
5	4	Science Lab	No	$ 24,718	$ -

5	5	Assistant Principal	No	$ 187,000	$ 173,821
6	1	Wellness Center	No	$ 120,000	$ 121,424
6	2	Student and Family Engagement	No	$ 25,339	$ 60,372
6	3	Intervention Support	No	$ 173,000	$ 200,732
6	4	Instructional Support	No	$ 65,000	$ 20,370
6	5	Supplemental Professional Development	No	$ 54,621	$ -
7	1	Equity & School Climate Support	No	$ 11,000	$ 11,000
8	1	Targeted Interventions in ELA and Math	No	$ 245,461	$ 296,202
9	1	Restorative Practices	No	$ 200,000	$ 74,141
9	2	Math Supports	No	$ 60,000	$ 2,444
9	3	ELA Supports	No	$ 150,000	$ 32,790
9	4	Behavior Technician	No	$ 190,054	$ 67,500
10	1	Counseling and Mental Health Action Supports	No	$ 7,500,000	$ 5,572,069
10	2	English Learner, Literacy and Mathematics Support	No	$ 9,891,210	$ 1,990,444
10	3	Credit Recovery	No	$ 1,000,000	$ 448,448

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 80,215,684	$ 81,171,608	$ 86,534,642	$ (5,363,034)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	English Learner Support: Language Assessment Center	Yes	$ 461,597	$ 411,242	0.000%	0.000%
1	2	English Learner Support: Language Support Services	Yes	$ 511,198	$ 553,472	0.000%	0.000%
1	3	English Learner Support: English Learner Site Suppot	Yes	$ 1,005,291	$ 1,007,322	0.000%	0.000%
1	4	English Learner Support: Instruction and Technology	Yes	$ 195,000	$ 153,577	0.000%	0.000%
1	5	English Learner Support: Dual Immersion	Yes	$ 5,663,773	$ 6,541,321	0.000%	0.000%
1	6	English Learner Support: Multilingual Instructional Support	Yes	$ 1,678,907	$ 1,325,270	0.000%	0.000%
1	7	Career Technical Education/Linked Learning (CTE/LL: Site Pathway Support	Yes	$ 162,000	$ 131,029	0.000%	0.000%
1	8	CTE/LL: Work-Based Learning	Yes	$ 2,458,326	$ 2,520,602	0.000%	0.000%
1	9	CTE/LL: Professional Development	Yes	$ 30,000	$ 123	0.000%	0.000%
1	10	CTE/LL: ROP Program	Yes	$ 3,403,000	$ 3,723,650	0.000%	0.000%
1	11	Advancement Via Individual Determination (AVID): Site Teacher & Student Support	Yes	$ 2,724,586	$ 2,645,713	0.000%	0.000%
1	12	AP Testing Support	Yes	$ 15,000	$ -	0.000%	0.000%
1	13	VAPA: VAPA Teachers	Yes	$ 3,169,488	$ 2,534,100	0.000%	0.000%
1	14	VAPA: Site Support	Yes	$ 642,500	$ 422,189	0.000%	0.000%
1	15	NJROTC Support	Yes	$ 10,000	$ 8,659	0.000%	0.000%
1	16	Student Field Trips	Yes	$ 270,000	$ 255,737	0.000%	0.000%
1	18	Secondary Elective Textbooks	Yes	$ 200,000.00	$ 62,258.00	0.000%	0.000%
2	1	English Language Arts (ELA) Support	Yes	$ 1,372,956	$ 1,114,209	0.000%	0.000%
2	2	Mathematics (Math) Support	Yes	$ 1,393,773	$ 1,435,201	0.000%	0.000%
2	3	Summer School	Yes	$ 1,100,000	$ 945,823	0.000%	0.000%
2	4	Elementary Instructional Support	Yes	$ 3,588,770	$ 3,198,511	0.000%	0.000%
2	5	DIBELS Amplify Online	Yes	$ 131,241	$ 109,142	0.000%	0.000%
2	6	MS MESA	Yes	$ 604,475	$ 613,876	0.000%	0.000%
2	7	Site/Department Support	Yes	$ 5,728,664	$ 4,680,916	0.000%	0.000%

2	8	NGSS/Math Materials	Yes	$ 200,000	$ 32,072	0.000%	0.000%
2	9	Library Support	Yes	$ 3,010,966	$ 2,964,093	0.000%	0.000%
2	10	Library: K-12 Library Materials	Yes	$ 450,000	$ 393,684	0.000%	0.000%
2	14	Student Technology	Yes	$ 3,457,082.00	$ 3,344,897.00	0.000%	0.000%
2	15	Technology Support Staff	Yes	$ 1,944,007.00	$ 1,965,305.00	0.000%	0.000%
2	16	Teacher Collaboration Days	Yes	$ 2,665,481.00	$ 2,291,185.00	0.000%	0.000%
2	17	Teacher Induction	Yes	$ 132,125.00	$ 197,610.00	0.000%	0.000%
2	18	Classroom Instructional Support	Yes	$ 2,270,880.00	$ 2,289,665.00	0.000%	0.000%
2	19	Alludo License	Yes	$ 11,500.00	$ 63,425.00	0.000%	0.000%
2	20	Elementary Illuminate	Yes	$ 176,487.00	$ 123,148.00	0.000%	0.000%
2	21	Science Fair Support	Yes	$ 50,000.00	$ 33,641.00	0.000%	0.000%
2	22	PSAT Testing 8th grade	Yes	$ 25,000.00	$ 25,000.00	0.000%	0.000%
2	23	Gifted and Talented Education (GATE): Site and Teacher Support	Yes	$ 141,723.00	$ 91,873.00	0.000%	0.000%
2	24	Teacher Retention	Yes	$ 1,533,830.00	$ 11,302,717.00	0.000%	0.000%
2	25	Equity & Achievement Support	Yes	$ 493,354.00	$ 487,359.00	0.000%	0.000%
3	1	PBIS: Student Services	Yes	$ 486,790.00	$ 355,816.00	0.000%	0.000%
3	2	PBIS: Intervention Support	Yes	$ 6,911,753.00	$ 6,518,669.00	0.000%	0.000%
3	3	PBIS: Foster & Low Income Support Services	Yes	$ 100,000.00	$ 103,767.00	0.000%	0.000%
3	4	PBIS Aides	Yes	$ 1,477,335.00	$ 1,480,566.00	0.000%	0.000%
3	5	Physical & Mental Health: Mental Health Student Support	Yes	$ 841,122.00	$ 854,643.00	0.000%	0.000%
3	6	Physical & Mental Health: Site Support	Yes	$ 3,367,618.00	$ 3,140,188.00	0.000%	0.000%
3	8	Physical & Mental Health: Comprehensive School Counseling	Yes	$ 2,998,087	$ 2,726,266	0.000%	0.000%
3	9	Home-to-School Transportation	Yes	$ 10,948,349	$ 10,337,986	0.000%	0.000%
4	1	Family & Community Engagement Workshops/Meetings	Yes	$ 27,500	$ 19,848	0.000%	0.000%
4	2	Multilingual Family & Community Communication	Yes	$ 42,458	$ 176,956	0.000%	0.000%
4	3	Family & Community Resources	Yes	$ 291,393	$ 293,278	0.000%	0.000%
4	4	Family & Community Engagement: Communications	Yes	$ 169,091	$ 172,619	0.000%	0.000%
4	5	Family & Community Engagement: Multilingual Services	Yes	$ 427,132	$ 354,424	0.000%	0.000%

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)
$ 202,156,686	$ 80,215,684	0.000%	39.68%	$ 86,534,642	0.000%	42.806%	$0.00 - No Carryover	0.00% - No Carryover

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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - o 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.
    - o 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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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