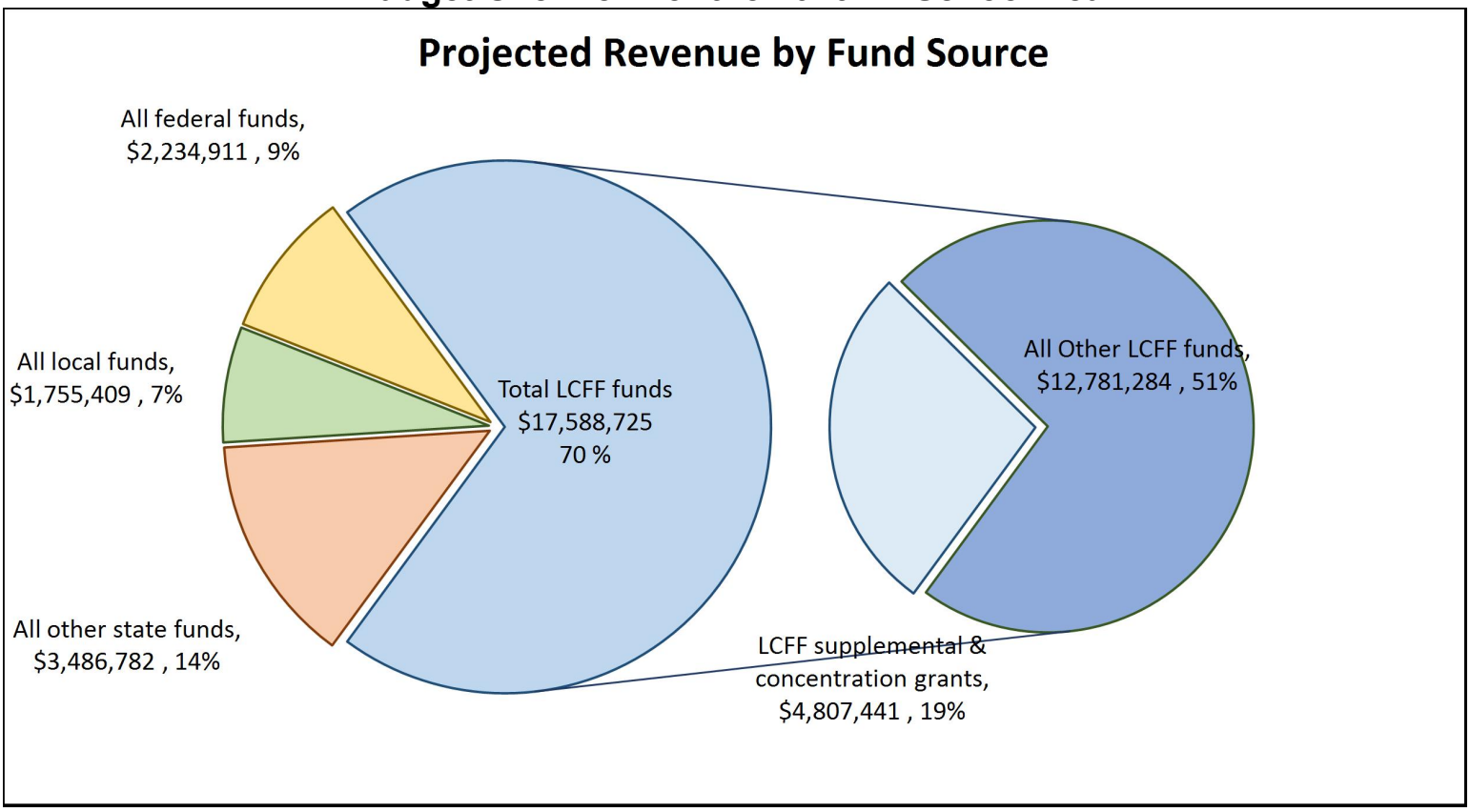
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Calipatria Unified School District
CDS Code: 13-63107-0000000
School Year: 2026-27
LEA contact information:
Angelita V. Ortiz, Superintendent
Dr. Liliann Patterson, Assistant Superintendent
aortiz@calipat.com
lpatterson@calipat.com, (760)348-2892

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

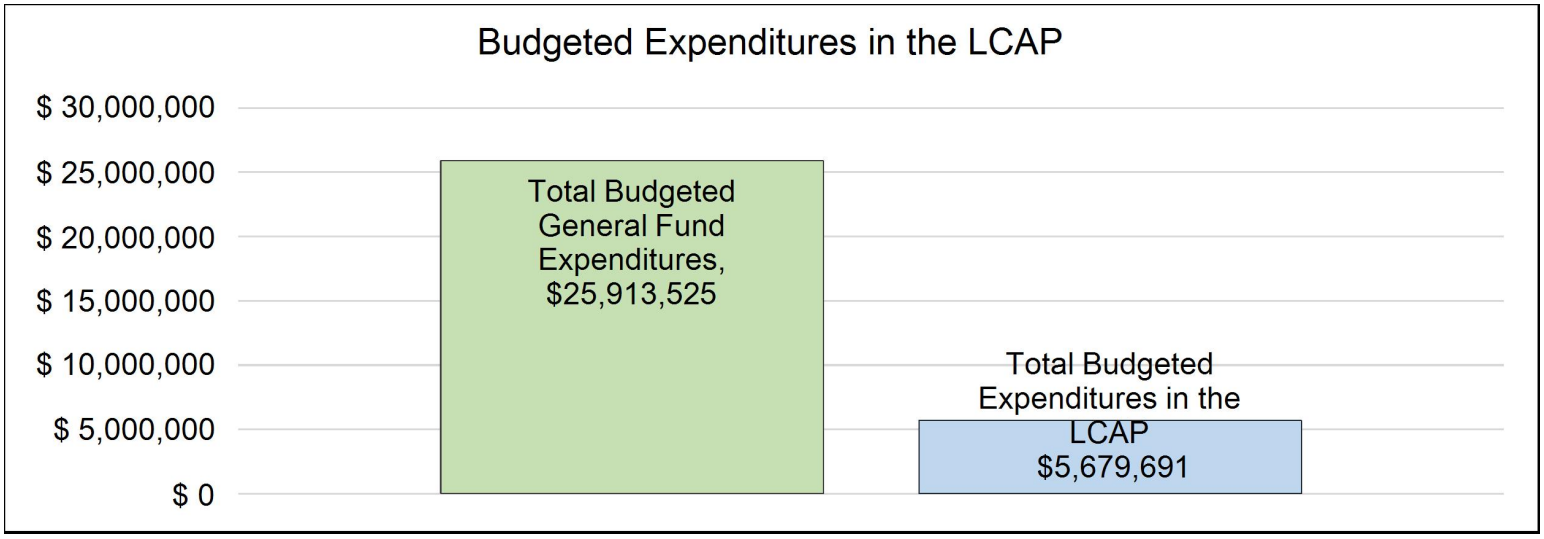


This chart shows the total general purpose revenue Calipatria Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Calipatria Unified School District is $25,065,827, of which $17,588,725 is Local Control Funding Formula (LCFF), $3,486,782 is other state funds, $1,755,409 is local funds, and $2,234,911 is federal funds. Of the $17,588,725 in LCFF Funds, $4,807,441 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 Calipatria 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: Calipatria Unified School District plans to spend $25,913,525 for the 2026-27 school year. Of that amount, $5,679,691 is tied to actions/services in the LCAP and $20,233,834 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

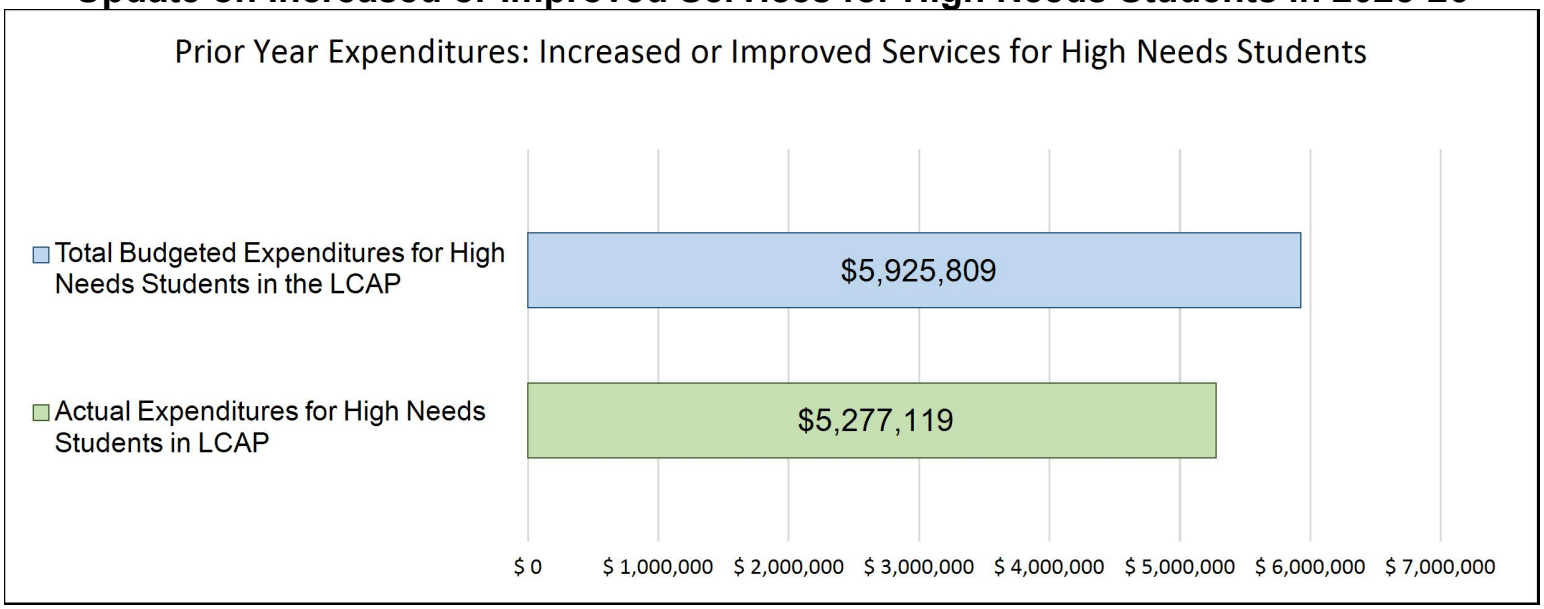
General fund expenditures include basic services for facilities, transportation, school classrooms, and multi-purpose/gymnasiums. Site administrative services and staffing to support general education and special education programs, as mandated by law and/or within CUTA/CSEA bargaining unit contracts. District business services are also part of the General Fund Budget.

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

In 2026-27, Calipatria Unified School District is projecting it will receive $4,807,441 based on the enrollment of Foster Youth, English learner, and low-income students. Calipatria Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Calipatria Unified School District plans to spend $5,371,924 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 Calipatria 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 Calipatria 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, Calipatria Unified School District's LCAP budgeted $5,925,809 for planned actions to increase or improve services for high needs students. Calipatria Unified School District actually spent $5,277,119 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $648,690 had the following impact on Calipatria Unified School District’s ability to increase or improve services for high needs students:

The impact upon services for high needs students in the 2025-2026 school year is reflected fiscally through the LCAP supplemental and concentration funding. And also through other remaining one-time funding that was still remaining. The district continued to support the goals and actions with the use our LCAP funding and our large increase in Title I dollars.

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
Calipatria Unified School District	Angelita V. Ortiz, Superintendent Dr. Liliann Patterson, Assistant Superintendent	aortiz@calipat.com, (760)348-2892 lpatterson@calipat.com, (760)348-2892

Plan Summary [2026-27]

General Information

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

Calipatria Unified School District is a TK–12 district serving the northern communities of Imperial County, including Calipatria, Niland, and Bombay Beach. The district operates two elementary school sites, one middle school serving grades 5–8, and one comprehensive high school. As a central hub for the local community, the district provides educational programs and services that meet the diverse academic, social-emotional, and developmental needs of students through core instruction, interventions, extended learning opportunities, athletics, student organizations, and community partnerships.

The selected schools serve a total of 1,048 students across Bill E. Young Jr. Middle School, Calipatria High School, Fremont Primary School, and Grace Smith Elementary School. Enrollment is distributed across the four school sites, with Fremont Primary serving 344 students, Calipatria High serving 331 students, Bill E. Young Jr. Middle serving 309 students, and Grace Smith Elementary serving 64 students.

The district serves a student population with significant needs across LCAP student groups. Across the selected schools, 911 students are identified as unduplicated pupils, representing approximately 87% of total enrollment. Additionally, 902 students are socio-economically disadvantaged, representing approximately 86% of the total student population. These data demonstrate the continued need for supplemental and concentration grant-funded actions that address access, equity, and opportunity gaps.

Free and reduced-price meal eligibility remains a significant indicator of economic need, with 847 students qualifying through the Free and Reduced Meal Program and 888 students identified through unduplicated free/reduced meal counts. In addition, 625 students are identified

through direct certification. These indicators support the district's continued focus on targeted and schoolwide strategies that improve academic achievement, increase access to support services, and promote equitable outcomes for all students.

English learners represent a substantial student group across the selected schools. A total of 277 students are English learners and EL funding-eligible, representing approximately 26% of the total enrollment. Fremont Primary serves the largest number of English learners, with 124 students, followed by Calipatria High with 73, Bill E. Young Jr. Middle with 57, and Grace Smith Elementary with 23.

The district also serves 39 Title III-eligible immigrant students, underscoring the need for continued language acquisition support, newcomer services, access to core academic content, and family engagement opportunities. These data support the district's ongoing commitment to strengthening English language development, monitoring progress toward reclassification, and ensuring English learners have equitable access to the full instructional program.

The selected schools serve 168 Title I Part C migrant students, representing approximately 16% of total enrollment. Migrant students are enrolled across all four school sites and require coordinated academic, attendance, family engagement, and support services to address barriers that may impact educational continuity and achievement.

The district also serves 138 students with disabilities, representing approximately 13% of total enrollment. This data supports the continued need for inclusive instructional practices, intervention services, appropriate accommodations, and access to specialized supports that allow students with disabilities to participate meaningfully in the full educational program.

In addition, the selected schools serve 10 foster youth and 17 students experiencing homelessness. Although these student groups are smaller in number, they require intentional academic, social-emotional, attendance, and family support services to promote stability, engagement, and positive outcomes. No tribal foster youth are reported in the selected school data. Calipatria High School is the only selected school reporting students identified for Gifted and Talented Education, with 9 GATE students.

Overall, the data demonstrate that Calipatria Unified School District's LCAP priorities should continue to focus on improving outcomes for high-need student groups, including English learners, socio-economically disadvantaged students, migrant students, students with disabilities, foster youth, students experiencing homelessness, and immigrant students. The high concentration of unduplicated pupils across the selected schools supports the need for both targeted and schoolwide actions that increase access to high-quality instruction, intervention, enrichment, language development, social-emotional supports, and family engagement opportunities.

These data further support the district's commitment to advancing equity by addressing opportunity gaps, strengthening student achievement, improving access to services, and ensuring that all students are provided the supports necessary to succeed academically and thrive in school.

Reflections: Annual Performance

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

2025 California Dashboard Data

English Language Arts
The English Language Arts data show measurable improvement for all students, with performance increasing by 5.4 points to 34.0 points below standard for 553 students. This is a success because the LEA improved at a rate similar to the state, and several major student groups also demonstrated growth. English Learners improved by 14.0 points, Hispanic students by 6.2 points, socioeconomically disadvantaged students by 4.3 points, long-term English learners by 26.7 points, and White students by 26.0 points. These results suggest that current literacy supports are producing growth, particularly for multilingual learners and large student groups.

The continuing challenge is that overall ELA achievement remains below standard and below the state's distance-from-standard. Students with disabilities are identified in the red performance level at 114.2 points below standard, and their performance is maintained rather than improving meaningfully. Long-term English learners remain 71.3 points below standard, despite strong growth, and African American students declined by 23.3 points, although the small number of students limits the interpretability of this decline. For LCAP improvement, the LEA should continue to strengthen Tier 1 literacy instruction while intensifying targeted interventions in reading, writing, vocabulary, and comprehension for students with disabilities, long-term English learners, African American students, and students who remain farthest from the standard.

The ELA trend data show recovery over time. All students were 50.1 points below standard in 2023, improved to 39.3 points below standard in 2024, and improved again to 34.0 points below standard in 2025. This reflects a positive multi-year trajectory and indicates that the LEA is moving students closer to proficiency. Recently reclassified English learners performed 13.1 points above standard, a notable success that suggests students who are reclassified are generally prepared to meet grade-level academic expectations.

The challenge is that ELA performance has not yet returned to the 2019 level, when students were 11.7 points below standard. Current English learners remain 83.4 points below standard, even though they improved by 5.7 points, and English-only students remained 34.6 points below standard with limited change. Recently reclassified students declined by 8.8 points, and this should be monitored to ensure students continue to receive support after reclassification. The improvement focus should include accelerated literacy instruction for current English learners, continued monitoring of reclassified students, and stronger core reading and writing instruction across all classrooms.

Mathematics
Mathematics is a significant area of need. All students were 68.4 points below standard and remained at that level with only a 1.0-point change, while the state improved by 5.2 points. Some success is evident among English learners, who increased by 3.0 points, and White students, who increased by 37.1 points. However, the overall pace of improvement is not sufficient to close achievement gaps or move students meaningfully toward standards.

The most pressing challenges are seen among long-term English learners, students with disabilities, socioeconomically disadvantaged students, Hispanic students, and African American students. Long-term English learners were at the red performance level, 148.2 points below standard, and declined by 7.9 points. Students with disabilities were also red at 137.2 points below standard and declined by 8.1

points. Hispanic and socioeconomically disadvantaged students were at the orange performance level and largely maintained it rather than improved. For LCAP improvement, the LEA should prioritize mathematics by implementing evidence-based interventions, strengthening conceptual instruction, developing math language, conducting frequent progress monitoring, and providing differentiated supports for students with disabilities and multilingual learners.

The multi-year mathematics data show that the LEA has recovered from the deepest post-pandemic decline, improving from 87.1 points below standard in 2022 to 68.4 points below standard in 2025. This indicates some long-term improvement. However, progress from 2024 to 2025 was minimal, moving only from 69.3 to 68.4 points below standard, which confirms that math performance has plateaued.

The challenge is that all comparison groups remain below standard. Current English learners were 109.9 points below standard and maintained, recently reclassified English learners were 47.1 points below standard and declined by 29.6 points, and English-only students were 59.5 points below standard and maintained. These results show that math is not only an issue for English learners; it is a systemwide instructional challenge. The improvement focus should include a coherent TK–12 math plan, intervention cycles, professional learning focused on high-quality math instruction, the use of formative assessment, and supports that help students explain their reasoning, build fluency, and close prerequisite skill gaps.

English Language Learners
English learner progress is a strong area of annual performance. Overall, 51.5% of English learners made progress, an increase of 12.8 percentage points, exceeding the state rate of 46.4%. Long-term English learners showed especially strong progress, with 59.4% making progress and an increase of 24.7 percentage points. This is a major success and suggests that English language development systems, monitoring, and support are having a positive effect.

The Summative ELPAC results also show improvement. The percentage of English learners who progressed at least one ELPI level increased from 35.4% in 2024 to 48.4% in 2025, while the percentage who decreased at least one ELPI level fell from 24.8% to 16.3%. The challenge is that many English learners still maintained lower ELPI levels, and 16.3% experienced a decrease of at least one level. The Alternate ELPAC results indicate an additional need: 75.0% of students did not progress in 2025, while 0.0% did. To improve LCAP, the LEA should continue to integrate and designate ELD, expand targeted support for students who remain at lower proficiency levels, and provide specialized language development support for English learners with disabilities.

College and Career Readiness
College and career readiness improved substantially. The percentage of graduates who were prepared increased by 8.0 percentage points to 51.3%, nearly matching the state rate of 51.7%. This is a clear success and reflects improved access to or completion of college and career readiness pathways. Hispanic students reached 52.9% prepared; socioeconomically disadvantaged students reached 50.0% prepared; English learners increased by 22.1 percentage points to 31.6% prepared; and long-term English learners increased by 27.8 percentage points to 33.3% prepared.

The challenge is that nearly half of the graduates were still not in the prepared category. English learners and long-term English learners improved significantly but remain below the overall student rate. The percentage of students not prepared declined from 28.4% in 2024 to 22.5% in 2025, which is positive, but the LEA must continue expanding access to A–G completion, CTE pathways, dual enrollment, career certifications, work-based learning, and individualized college/career planning. The LCAP improvement focus should be to move more

students from “approaching prepared” to “prepared” while ensuring English learners, long-term English learners, and socioeconomically disadvantaged students have equitable access to readiness opportunities.

Chronic Absenteeism
Chronic absenteeism improved significantly. The rate declined by 6.8 percentage points to 19.0%, which is a meaningful annual success. English learners declined by 12.5 points to 14.1%, Hispanic students by 7.3 points to 17.5%, socioeconomically disadvantaged students by 7.0 points to 20.2%, and long-term English learners by 28.6 points to 9.1%. These improvements suggest that attendance strategies are working for several key student groups.

The challenge is that the overall chronic absenteeism rate remains above the state rate of 17.1%. Some groups continue to experience very high absenteeism, including homeless students at 57.1%, White students at 41.5%, African American students at 38.9%, and students with disabilities at 32.4%. The White student group increased by 4.3 points, a change that requires further review. For LCAP improvement, the LEA should continue attendance teams, early warning systems, family outreach, transportation, and basic-needs supports, and individualized case management for students experiencing homelessness, students with disabilities, and other groups with elevated absenteeism.

The year-to-year attendance trend shows a strong recovery from the years of highest absenteeism. Chronic absenteeism decreased from 43.0% in 2022 to 40.9% in 2023, then to 25.8% in 2024, and finally to 19.0% in 2025. This multi-year decline is one of the LEA’s clearest successes and demonstrates that attendance recovery efforts are producing results.

The ongoing challenge is that the 2025 rate remains above the 2019 rate of 12.2%. Although the LEA has made substantial progress, chronic absenteeism is still not back to pre-pandemic levels. The LCAP should continue to treat attendance as a high-priority condition for academic success, with particular attention to the reasons students miss school and the local barriers that prevent regular attendance.

Graduation Rate
Graduation rate is a strong performance area. The LEA’s graduation rate increased by 1.9 percentage points to 93.8%, exceeding the state rate of 87.8%. English learners graduated at 100.0%, long-term English learners at 100.0%, Hispanic students at 94.1%, and socioeconomically disadvantaged students at 92.9%. These outcomes show that the LEA is successfully supporting most students in completing high school.

The challenge is that some subgroup data are not displayed due to small group sizes, which limits the ability to conduct a full analysis. In addition, even with a high graduation rate, the LEA must continue supporting the students who do not graduate on time. For LCAP improvement, the LEA should continue credit monitoring, individualized graduation plans, academic counseling, attendance intervention, credit recovery, and targeted senior-year supports, especially for students who show early signs of falling off track.

Suspension Rate
The suspension rate improved, declining by 0.6 percentage points to 5.0%. This continues a downward trend from the 2023 rate of 6.7% and the 2024 rate of 5.6%. Several student groups showed improvement, including African American students, English learners, foster youth, homeless students, long-term English learners, socioeconomically disadvantaged students, students with disabilities, and White students. Homeless students had a 0.0% suspension rate, and White students declined by 4.2 percentage points.

The challenge is that the LEA's suspension rate remains higher than the state rate of 2.9% and slightly above the 2019 rate of 4.8%. Students with disabilities had a 9.2% suspension rate, long-term English learners had a 7.3% rate, African American students had a 15.4% rate, and socioeconomically disadvantaged students had a 5.2% rate. These patterns indicate the need for continued attention to discipline equity and alternatives to exclusionary discipline. The LCAP improvement focus should include PBIS, restorative practices, de-escalation training, classroom behavior supports, mental health supports, and regular review of discipline data by student group.

Overall, the LEA demonstrated meaningful annual progress across several Dashboard indicators. Graduation rate, college/career readiness, English learner progress, chronic absenteeism, and suspension rate all improved. The strongest successes include a 93.8% graduation rate, increased college/career preparedness to 51.3%, English learner progress increasing to 51.5%, chronic absenteeism declining to 19.0%, and suspensions declining to 5.0%. These results indicate that current systems of support are contributing to improved student outcomes, particularly in English learner progress, graduation, and postsecondary readiness.

At the same time, the data identify clear priorities for improvement. Academic achievement remains the most significant area of need, especially in mathematics, where all students remain 68.4 points below standard, and several student groups are in red or orange performance levels. English Language Arts improved, but students remain below standard, with students with disabilities and long-term English learners requiring intensified support. Chronic absenteeism and suspension rates improved but remain above state rates, and some student groups continue to experience disproportionately high rates of absenteeism or suspension.

For the LCAP, the LEA should build on the areas of success while prioritizing targeted improvement in mathematics achievement, literacy intervention, attendance recovery, discipline equity, and subgroup supports. Particular attention should be given to students with disabilities, long-term English learners, current English learners, socioeconomically disadvantaged students, students experiencing homelessness, and student groups with small numbers whose performance may be masked by privacy suppression. Continued use of Dashboard data, local assessment data, attendance data, discipline data, ELPAC results, graduation monitoring, and college/career readiness indicators will be essential for evaluating progress and refining actions during the next LCAP cycle.

The following groups and school sites received a red performance level as presented in the 2025 Dashboard, Lowest Performing Indicators - RED. In addition, next to the groups performing at the lowest performance (RED), the LCAP actions that will address this need are listed.

Calipatria Unified School District Performance - RED
We list the LCAP Actions that will address these needs after each group.

--English Language Arts -- (Actions 1.1, 1.2,1, 3, 1.4, 1.5, 1.7, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)
Students with Disabilities

--Mathematics -- (Actions, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)
Long Term English Learners
Students with Disabilities

Calipatria High School Performance- RED
We list the LCAP Actions that will address these needs after each group.

--Mathematics
All students
Social, Economic, and Disadvantaged Students
Hispanic

Local Indicators
-CUSD continues to meet Local Teachers, Instructional Materials, and Facilities Indicators.
-CUSD continues to meet Local Parent and Family Engagement Indicators.
-CUSD continues to meet Local Climate Survey Summary Indicators.
-CUSD Dropout data from the 2025 CALPADS 1.12

Calipatria USD continued to identify effective staffing strategies to enhance instructional classroom support and intervention services. The increase in both certificated and classified personnel has enabled the consistent provision of services throughout the year, facilitating individual and small-group instruction, as well as differentiated instruction for all students. The district will continue to implement the 2025 LCAP with the same goals and actions, maintaining support for materials, supplies, and professional development.

2023 California Dashboard

Calipatria Unified School District (CUSD) excelled in implementing the 2023 Local Control and Accountability Plan (LCAP). CUSD established robust systems to execute the actions and meticulously monitored qualitative and quantitative data to pinpoint areas for enhancement. The district also introduced systems to propose refining practices, thereby amplifying the impact outlined in the Local Control and Accountability Plan (LCAP). CUSD's commitment to the English Language Proficiency Assessments for California (ELPAC) and the Smarter Balanced Assessments (SBAC) remained unwavering.

For the 2023 school year, the data indicated that fifty percent (50%) of our student population is progressing toward English language proficiency. Additionally, data show that 45.3% of CUSD students made progress in the English language on the Summative ELPAC, and 25% of English learners made progress on the Summative Alternate ELPAC. Additional data indicate that 39.6% of high school graduates are prepared according to the College and Career Indicator criteria.

Data presented in the California Dashboard show that, for the 2023 school year, students' performance in English Language Arts in grades 3-8 and 11 was 50.1 points below standard, with a decline of 3.8 points. Regarding English Language Arts Data Comparison for English Language Learners, current English Learners performed 115.8 points below the standard, representing a 17.4-point drop. Recently,

Reclassified English Learners scored 0.6 points above standard, down 21.1 points. English-only students scored 39.5 points below the standard, maintaining a 0.2-point increase.

In Mathematics, the California Dashboard shows that for the 2023 school year, students in grades 3-8 and 11 scored 76.1 points below standards. The total population has increased by 11 points. Regarding Mathematics Data Comparison for English Language Learners, current English Learners performed 127.6 points below standard and maintained a 1.3-point margin. Recently, Reclassified English Learners scored 45.5 points below standard and increased by 6.2 points. English-only students scored 64.5 points below the standard, an increase of 10.5 points.

The following groups and school sites received a red performance level as presented in the 2023-2024 Dashboard, Lowest Performing Indicators - RED. In addition, next to the groups performing at the lowest performance (RED), the LCAP actions that will address this need are listed.

Calipatria Unified School District Performance - RED
LCAP Actions that will address these needs are listed after each group.

--Chronic Absenteeism English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
--Chronic Absenteeism Students with Disabilities -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
--Suspension English Learners -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--Suspension Socio-Economic and Disadvantaged -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--Suspension Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--Suspension African American -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--English Language Arts English Learners -- (Actions 1.1, 1.2,1, 3, 1.4, 1.5, 1.7, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)

Calipatria High School Performance- RED
LCAP Actions that will address these needs are listed after each group.

--English Learner Progress Indicator
--Suspension ALL -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--Suspension English Learners -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--Suspension Socio-Economic and Disadvantaged -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--Suspension Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
--Suspension Hispanic -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)

Bill E. Young Middle School Performance- RED
LCAP Actions that will address these needs are listed after each group.

--Chronic Absenteeism English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
--Chronic Absenteeism Students with Disabilities -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
--Suspension Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)

--English Language Arts English Learners -- (Actions 1.1, 1.2,1. 3 1.4, 1.5 1.7, and 1.9)
--English Language Arts Socio-Economic and Disadvantaged -- (Actions 1.1, 1.2,1. 3 1.4, 1.5 1.7, and 1.9)
--Mathematics ALL -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
--Mathematics Socio-Economic and Disadvantaged -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
--Mathematics Students with Disabilities -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
--Mathematics Hispanic -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)

Fremont Primary School Performance- RED
LCAP Actions that will address these needs are listed after each group.

--Chronic Absenteeism English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
--Chronic Absenteeism Hispanic -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
--English Language Arts English Learners -- (Actions 1.1, 1.2,1, 3, 1.4, 1.5, 1.7, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)

Grace Smith School Performance- RED
LCAP Actions that will address these needs are listed after each group.

--Chronic Absenteeism Hispanic -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)

--CUSD continues to meet Local Teachers, Instructional Materials, and Facilities Indicators.
--CUSD continues to meet Local Parent and Family Engagement Indicators.
-- CUSD continues to meet Local Climate Survey Summary Indicators.
--CUSD Dropout data from the 2023-2024 CALPADS 1.12

Report: CUSD had three dropouts at Bill E. Young Jr. Middle School and three at Calipatria High School. CALPADS reported an improvement or decrease in dropout rates for students at Calipatria High School and Bill E. Young Jr Middle School. Calipatria USD continued to identify successful staffing implementations to increase instructional classroom support and intervention services. The increase in both certificated and classified personnel was reported to have enabled the consistent provision of services throughout the year and to have facilitated individual and small-group instruction, as well as differentiated instruction. The district will continue to implement the 2023-2024 LCAP with the same goals and actions, maintaining support for materials and supplies, as well as professional development.

Based on the needs assessment, Calipatria Unified School District determined that Learning Recovery Emergency Block Grant (LREBG) funds will be assigned to support class size reduction under Goal 1: CUSD will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures, specifically Action 1.1: CUSD will provide additional staffing to support English Language Arts achievement, which will include extra period assignments, class size reduction strategies, and extended learning opportunities. This allocation will fund 92% ($144,188) of a full-time equivalent (FTE) position to provide additional instructional staffing, reduce student-to-teacher ratios, and increase opportunities for targeted ELA instruction, small-group support,

differentiation, timely feedback, and intervention for students demonstrating academic need. This use is aligned with LREBG allowable purposes, which include evidence-based actions that increase or stabilize instructional services and decrease or stabilize staff-to-pupil ratios based on pupil learning needs. This decision was based on the needs assessment conducted by Calipatria Unified School District, which identified a continued need to improve student academic achievement in both English Language Arts and Mathematics. The data show that all students in ELA are performing at the Yellow performance level, 34 points below standard, despite a 5.4-point increase. The ELA equity report also shows that student groups remain concentrated at lower performance levels: 1 student group in Red, 1 in Orange, 3 in Yellow, and none in Green or Blue. In Mathematics, the need is even greater, with all students performing in the Orange performance level, 68.4 points below standard, and maintaining only 1 point. The Math equity report shows 2 student groups in Red, 2 in Orange, and 1 in Yellow, with no student groups in Green or Blue. These results demonstrate the need for additional instructional support, more individualized attention, and targeted intervention to accelerate learning and close achievement gaps. As a result, LREBG funds will be assigned to support class size reduction. Research supports class size reduction as an effective strategy for improving student outcomes; the Tennessee Project STAR study found that students in smaller classes demonstrated stronger academic performance in reading and mathematics, with particularly meaningful benefits for students with greater needs. In addition, strengthening literacy achievement benefits students across all subject areas, as they use reading, writing, vocabulary, comprehension, discussion, and evidence-based reasoning to access content in science, history/social science, mathematics, career technical education, and other disciplines. The What Works Clearinghouse identifies evidence-based adolescent literacy practices such as explicit vocabulary instruction, comprehension strategy instruction, extended text discussion, and intensive support for struggling readers, all of which help students gain more from academic reading tasks and engage more successfully in learning. Therefore, funding 92% of an FTE for additional ELA staffing will support learning recovery by reducing class size, expanding direct literacy support, and improving students' ability to read, write, communicate, and demonstrate understanding across the full curriculum.

Research References
https://pubmed.ncbi.nlm.nih.gov/8528684/?utm_source=chatgpt.com "The Tennessee study of class size in the early school grades"
https://ies.ed.gov/ncee/wwc/practiceguide/8?utm_source=chatgpt.com "WWC | Improving Adolescent Literacy: Effective Classroom ..."

Reflections: Technical Assistance

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

2025 California Dashboard

During the 2025–2026 school year, Calipatria Unified School District continued in Year 2 of Differentiated Assistance based on the district's identification from the 2024 California School Dashboard. That identification was connected to the Long-Term English Learner student group

in Priority 4: Pupil Achievement, including English Language Arts, Mathematics, and English Learner Progress Indicator performance, and Priority 8: College/Career Indicator, also for Long-Term English Learners.

Based on a review of the 2025 California School Dashboard data, Calipatria Unified School District does not newly qualify for Differentiated Assistance under the 2025 Dashboard results.

2024 California Dashboard Data

Based on the 2024 Dashboard data released on November 24, the Calipatria Unified School District remains under differentiated assistance and continues to receive support from the Imperial County Office of Education, as we have been placed in Cycle 1, Year 2. For this second year of support, the areas of focus include Priority 4—with an emphasis on ELA, Math, and Language Proficiency for Long-Term English Learners (LTELs)—and Priority 8, addressing the College and Career Indicator (CCI). While the 2024 data shows overall improvement, including meeting performance targets for English learners and students with disabilities, we recognize that focused attention is still required. As we move forward, our district remains committed to monitoring and refining practices that support English learners and students with disabilities. In particular, we acknowledge the need to strengthen support for Long-Term English Learners, ensuring that interventions are targeted, strategic, and responsive to their unique academic and language development needs.

1. Refinement Practices & Implementation Goals:

Intentional Planning Time: (Actions 3.3 and 3.5)
--Purposefully schedule uninterrupted planning time in the instructional calendar to focus on EL supports.
--Use this time to design integrated and designated ELD lessons aligned to ELPI goals.

2. ELPAC Test Awareness Campaign: (Actions 3.3 and 3.5)
--Develop a district-wide campaign to increase teacher awareness of the ELPAC (English Language Proficiency Assessments for California).
--Ensure all teachers understand the rigor and complexity of the test to inform lesson planning and scaffolding.

3. Instructional Strategy Alignment: (Actions 3.3 and 3.5)
--Teachers will strategically design instruction that reflects the linguistic and academic needs of English language (EL) students.
--Provide integrated and designated ELD support throughout content areas.
--In addition, the needs assessment addressed the limited exposure students and staff have to engage with the state assessment tools for CAASPP, such as the interim assessment blocks (IABs), the Focused Interim Assessment Blocks (FIABs), and the Interim Comprehensive Assessments (ICAs) for ELS, Math, and ELPAC.

4. Clarity Around Reclassification:(Actions 3.3 and 3.5)
-Improve communication and understanding of reclassification criteria across all school staff.

5. Support for Long-Term English Learners (LTELs):(Actions 3.3 and 3.5)
--Identify LTELs at risk of not meeting reclassification benchmarks.

--Provide targeted, strategic interventions focused on language development and academic mastery.

6. Continued Actions (Action 4.12).
--Monthly attendance meetings to review chronic absenteeism trends.
--Consistent data sharing with stakeholders (teachers, administrators, parents).
--Strengthening SART (School Attendance Review Team) meetings to reinforce attendance support and intervention strategies.

2023 California Dashboard Data

Calipatria Unified School District qualified for Differentiated Assistance (DA). To meet the needs identified in the data, the district is currently collaborating with the Imperial County Office of Education. Collectively, we are reviewing data, identifying and evaluating current practices, and determining the necessary refinements and modifications to improve outcomes.

Calipatria Unified School District will have one (2) school in the LEA that is eligible for Additional Targeted Support (ATS), and the district qualified for differentiated assistance (DA). The sites eligible for ATS are the Grace Smith School (K-4) in Niland, California, and Bill E. Young Middle School (grades 5-8) in Calipatria, California.

Calipatria Unified School District is partnering with the Imperial County Office of Education to facilitate continuous learning by conducting a needs assessment, root cause analysis, and providing support for evidence-based strategies. The Single Plan for Student Achievement, a crucial roadmap, will be the key to addressing the ATS and DA requirements. The plan will involve the active participation of the School Site Council, District English Learner Advisory Committee, and district leadership, with the support of the Imperial County Office of Education partners. Calipatria Unified School District will provide district leadership to develop a comprehensive support and improvement plan.

Services will include direct support from district administrators, professional development planning and services, travel and conference support, and family engagement opportunities. To develop a comprehensive support and improvement plan, Grace Smith collected information from the following tools. The LCAP process allowed families in the district to participate in surveys and prioritize areas of need. The outcomes focused on 1) Student Achievement, 2) Student Engagement, 3) Basic Services, and 4) School Climate/Safety. The survey results are provided to the School Site Council to inform insights and prioritize curriculum-based programs and services that contribute to the academic achievement of students at Grace Smith School.
Additionally, the annual Parent Involvement Survey assesses parents' satisfaction with the academic program, parent involvement, school environment, home environment, and the Title I Program.

The Spring 2023 parent survey showed favorable responses. Additional analysis will be conducted in the Fall of 2024. The needs assessment analysis conducted via the ATS and DA process identified three problems of practice that may be contributing to student achievement progress noted above:

* Missing K-4 instructional alignment across all content areas

* Missing alignment of assessments across all content areas
* Unclear data process for progress monitoring across all content areas

In addition, the needs assessment addressed the limited exposure that students and staff have to the state assessment tools for CAASPP, such as the Interim Assessment Blocks (IABs), the Focused Interim Assessment Blocks (FIABs), and the Interim Comprehensive Assessments (ICAs). The needs assessment also highlighted the impact of chronic absenteeism and student discipline on students' access to the core curriculum, including opportunities for intervention.

Grace Smith School is facing a critical issue, with 43.6% of students Chronically Absent in the Fall 2023 California School Dashboard, and Bill E. Young Middle School is facing a crucial issue, with 39.2% of students Chronically Absent. This alarming statistic underscores the need to establish a structured process for addressing attendance issues. The needs assessment and achievement data results reveal that student achievement is still reeling from the impact of COVID-19. Student outcomes for achievement in English Language Arts and Mathematics, as well as school attendance, are significantly lower than pre-COVID levels. Our focus will remain on providing additional support to the limited English language (EL) population during regular and extended school days to build annual gains in English fluency and academic achievement. The ATS and DA data analysis also uncovered resource inequities as follows:
1. Grace Smith School has only a site principal every school day. The superintendent is assigned the administrative duties.
2. Grace Smith School has a significant resource gap due to the absence of a school counselor. It's worth noting that no elementary site within the district has a school counselor. This lack of dedicated student support at the elementary level could contribute to attendance and achievement issues.
3. A lack of certified personnel for after-school programs may impact student outcomes in terms of attendance, discipline, and academics. 4. The absence of a district-wide behavior management system leads to inconsistent expectations and disciplinary responses for staff, students, and parents.
5. The lack of a defined attendance structure leads to inconsistent communication with staff, students, and parents regarding addressing chronic absenteeism and implementing interventions.

The following data reflects the indicators and groups that required CUSD to receive Technical Assistance. In addition, next to the groups performing at the lowest performance (RED), the LCAP actions that will address this need are listed.

Priority 4
English Language Arts (Actions 1.1, 1.2,1, 3, 1.4, 1.5, 1.7, and 1.9)
Mathematics -- (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
English Learner Progress Indicator -- (Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7)

Priority 5
Chronic Absenteeism -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
English Learners -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)
Students with Disabilities -- (Actions 4.3, 4.14, 5.4, 5.7, 5.8, 5.9, and 5.11)

Priority 6
Suspensions -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
English Learners -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)
Students with Disabilities -- (Actions 4.3, 4.12, 4.14, 4.18, 5.1, 5.6, 5.8, 5.9, 5.11, 5.13, and 5.14)

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.

No schools were identified as eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools were identified as eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools were identified as eligible for comprehensive support and improvement.

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
STUDENT SURVEY	Every year, the Calipatria Unified School District will conduct surveys among the student population to receive feedback in terms of services and activities identified in the areas of: -Improved identification of needs. -Improved social-emotional development. -Improved attendance. -Improved academics. -Lower suspension rates. -Increased graduation rates. -Improved preparation for college/career -After School and Extended Learning Services This ongoing partnership with our student population will equip us to increase planning, evaluation, and continuous improvement systems designed to address the CUSD LCAP goals listed below. • GOAL 1: Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures. • GOAL 2: Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures.

Educational Partner(s)	Process for Engagement
	• GOAL 3: Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures. • GOAL 4: Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma and post-secondary college and career readiness. • GOAL 5: Calipatria Unified will increase educational partners engagement across district programs and services.
PARENT AND COMMUNITY MEMBER SURVEYS	Every year, the Calipatria Unified School District will conduct surveys among the Parent and Community Member population to receive feedback in terms of services and activities identified in the areas of: -Improved identification of needs. -Improved social-emotional development. -Improved attendance. -Improved academics. -Lower suspension rates. -Increased graduation rates. -Improved preparation for college/career -After School and Extended Learning Services This ongoing partnership with our parent and Community Member population will equip us to increase planning, evaluation, and continuous improvement systems to address the CUSD LCAP goals listed below. In addition to community members, the district and school sites will collect feedback from the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, LCAP Committee, and Community Advisory Committee (CAC). • GOAL 1: Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures.

Educational Partner(s)	Process for Engagement
	• GOAL 2: Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures. • GOAL 3: Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures. • GOAL 4: Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma and post-secondary college and career readiness. • GOAL 5: Calipatria Unified will increase educational partners engagement across district programs and services.
CALIPATRIA UNIFIED SCHOOL DISTRICT STAFF	Every year, the Calipatria Unified School District will conduct surveys among the principals, district administrators, other school and district personnel, local certificated and classified bargaining units, teachers, and paraprofessionals to receive feedback in terms of services and activities identified in the areas of: -Improved identification of needs. -Improved social-emotional development. -Improved attendance. -Improved academics. -Lower suspension rates. -Increased graduation rates. -Improved preparation for college/career -After School and Extended Learning Services This ongoing partnership with our classified and certificated staff will equip us to increase planning, evaluation, and continuous improvement systems to address the CUSD LCAP goals listed below. • GOAL 1: Calipatria Unified School District will annually increase student academic achievement in English

Educational Partner(s)	Process for Engagement
	Language Arts (ELA) as evidenced by student performance on state and local measures. • GOAL 2: Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures. • GOAL 3: Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures. GOAL 4: Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma, post-secondary college, and career readiness. • GOAL 5: Calipatria Unified will increase educational partners' engagement across district programs and services.
SELPA	The Calipatria Unified School District attended the SELPA consultation meeting on March 16, 2026.

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

INCLUSIVE CONSULTATION AND OUTREACH

Calipatria Unified School District (CUSD) is committed to ensuring the meaningful engagement of teachers, parents, pupils, and educational community partners in the development, review, and refinement of the Local Control and Accountability Plan (LCAP). The District continues to uphold inclusive and transparent consultation practices throughout the school year by engaging diverse voices through multiple formats.

CUSD has provided numerous opportunities for consultation, including community forums, school and district advisory committees, leadership meetings, surveys, School Board meetings, and collaboration with county agencies such as the Imperial County Office of Education, Imperial Valley Regional Occupational Program, and Imperial Valley College. Both in-person and virtual engagement opportunities have been announced through the District website, text messages, handouts, and video messages. An open-door policy remains in place to welcome input from all educational partners, including parents, staff, students, and community organizations.

From August 2025 through June 2026, monthly engagement occurred through the LEA/LCAP Consultation Team, School Site Councils (SSCs), and parent advisory groups, including the CUSD Migrant Parent Advisory Committee (MPAC), the District English Learner Advisory Committee (DELAC), and the Community Advisory Committee (CAC). These committees consistently reviewed student achievement data,

program implementation, and California Dashboard metrics. All materials were made available in English and Spanish, both in print and electronically. Meetings were accessible via Zoom and in person to maximize participation and engagement.

STRUCTURED AND TARGETED ENGAGEMENT

Beginning in October 2025, the District facilitated targeted consultation meetings with the following groups:

1. Calipatria Unified Teachers Association (CUTA)
2. Calipatria School Employees Association (CSEA)
3. Parents, pupils, and community stakeholders
4. Imperial County Office of Education - SELPA

The forums ran from November 2025 through June 2026 and were coordinated by the Assistant Superintendent. All meetings were open to union members and the public, with broad notifications provided across school campuses and digital platforms.

Site administrators worked closely with School Site Councils by guiding discussions and collecting feedback on specific programs and services to ensure alignment between each site's Single Plan for Student Achievement (SPSA) and the District LCAP. School Site Councils, composed of administrators, staff, parents, and students, provided essential input informed by student surveys and ongoing site needs.

INTEGRATION OF STUDENT DATA AND PROCEDURAL REFINEMENTS

Throughout the year, all stakeholder groups were provided with updated data regarding:

* Student achievement trends
* Intervention strategies and outcomes
* Procedural improvements implemented during the year

These data points were shared during advisory and site meetings, reinforcing transparency and collaboration in developing the plan. Information was discussed in the context of improving academic achievement, increasing support systems, and refining operational processes.

FISCAL TRANSPARENCY AND BUDGET EDUCATION

The District's Chief Business Official (CBO) conducted a series of budget presentations at both site and district-wide meetings. These sessions provided stakeholders with important information regarding:

* How funding is allocated
* Sources of revenue
* State and federal funding parameters
* Restrictions and compliance requirements for expenditures

By clarifying the budget process, stakeholders gained a clearer understanding of fiscal operations and how financial decisions support LCAP goals.

PRINCIPAL PRESENTATIONS AND BOARD ENGAGEMENT

At each monthly Board of Trustees meeting, all school principals present a report to the Board and the public. These reports detail the student-focused activities conducted at each school site during the month and explain how those activities were designed to address identified student needs using local indicators. Principals also explain how these actions align with both the site's Single Plan for Student Achievement and the broader goals and actions in the District LCAP.

In addition to these reports, site leaders engage in open discussions with the Board, contributing to a transparent and collaborative review process that supports accountability and continuous improvement.

ALIGNMENT OF SINGLE PLAN FOR STUDENT ACHIEVEMENT AND LCAP

A key outcome of these collective conversations was a focus on ensuring that each school's SPSA directly supports the District LCAP's overarching goals and actions. Stakeholders reviewed both documents to:

* Identify opportunities for enhancement
* Promote consistency across school sites
* Ensure that planned actions were effectively implemented

Additionally, based on recommendations from these conversations, the District streamlined specific LCAP actions. Specifically, professional development and conference-related actions under Goals 1 and 5 were combined for clarity and alignment.

ONGOING ENGAGEMENT AND MONITORING

The Superintendent and Assistant Superintendent oversee ongoing consultations and maintain regular updates to the School Board through standing agenda items. The Board is informed monthly of community feedback, LCAP progress, and fiscal updates provided by the Business Manager. County-level collaboration, particularly with the Imperial County Office of Education, supports plan refinement through access to updates from the California Department of Education (CDE), county advisories, and regional best practices.

Beginning in January, Calipatria Unified School District initiated a series of LCAP meetings that were open to all community members, the Board of Trustees, site and district administrators, and representatives from both the Calipatria Unified Teachers Association (CUTA) and the Calipatria School Employees Association (SVSA), ensuring the inclusion of all bargaining units. The primary purpose of these meetings was to collaboratively review the existing Local Control and Accountability Plan (LCAP) and evaluate the effectiveness of current supports and strategies under each goal.

These discussions focused on identifying what was working, what additional support was needed, and whether adjustments were necessary to better meet student needs. Through this inclusive process, stakeholders assessed the implementation of each action and examined the behaviors and efforts required to achieve those actions. As a result, modifications were made as needed to enhance the plan's overall effectiveness and impact. These changes were intended to increase momentum and alignment across the District, ensuring that actions were not only well-intentioned but also strategically executed to maximize student outcomes and program success.

These efforts reflect Calipatria USD’s dedication to an inclusive, collaborative planning process that is data-informed, student-centered, and community-driven.

Through regular consultation and collaboration with our educational partners, we have carefully reviewed and reflected on the actions under each goal of the LCAP. This team effort has involved both anecdotal insights and data analysis, helping us evaluate the effectiveness of our activities and identify areas for improvement.

Ongoing communication with stakeholders through monthly meetings, School Site Councils, and district discussions has clarified the best ways to communicate, when to offer additional support or monitoring, and how often to do so. These meetings have been vital in determining what is working, what needs adjustment, and how strategies can be modified to better meet the goals of each action.

By analyzing successes and challenges, we have identified which approaches have had the greatest impact and where changes are necessary. This thorough review guides the next steps for implementing plans in the upcoming school year, as outlined in this version of the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Calipatria Unified School District will annually increase student academic achievement in English Language Arts (ELA) as evidenced by student performance on state and local measures.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Across English Language Arts, the overall picture shows a steady recovery and meaningful gains, with a continued need for targeted support. All Students improved by 5.4 points, moving to 34.0 points below standard, which continues the upward trend from 2023 and 2024, though performance remains below the 2019 level. The strongest gains were seen among Long-Term English Learners (26.7 points), White students (26.0 points), and English Learners (14.0 points). Hispanic students also showed positive growth, increasing by 6.2 points, while Socioeconomically Disadvantaged students increased by 4.3 points. These gains suggest that instruction and supports are helping many student groups move closer to proficiency.

At the same time, several challenges remain. Most reported student groups are still performing below standard, with the greatest needs among Students with Disabilities, who are 114.2 points below standard and have remained nearly flat, and Long-Term English Learners, who, despite large growth, remain 71.3 points below standard. Current English Learners are also significantly below standard, at 83.4 points below, though this has increased by 5.7 points. African American students declined by 23.3 points and are 87.6 points below the standard, but this result should be interpreted with caution, given the small sample size. Several groups, including American Indian, Filipino, Foster Youth, Homeless, and Two or More Races, had data suppressed for privacy due to very small sample sizes, so trends cannot be reliably summarized for these groups.

A key strength is that Recently Reclassified English Learners are performing 13.1 points above standard, indicating that students who have exited English learner status demonstrate strong ELA readiness. However, this group declined by 8.8 points, so maintaining strong outcomes after reclassification should remain a focus. Overall, the data show encouraging gains across many groups, especially English Learners and Long-Term English Learners, while also highlighting the need for continued targeted interventions for Students with Disabilities, Current English Learners, Long-Term English Learners, and small student groups where performance is either low or difficult to interpret due to limited data.

– Students with disabilities performed 114.2 points below standard.
– English Learners performed 50.9 points below standard.

– White students performed 9.1 points below standard.
– Socioeconomically Disadvantaged students performed 39.5 points below standard.
– Hispanic students performed 34.2 points below standard.

In response to this data, Calipatria Unified School District (CUSD) needs to redesign the tools used to monitor student progress and provide intervention support. Calipatria USD anticipates continued challenges related to learning loss outcomes and will seek to improve support for unduplicated students. Calipatria USD's broad Goal 1: English Language Arts aims to increase the overall instructional program and student achievement on state accountability measures and district benchmarks.

The district recognizes that the achievement of English learners, low-income students, and foster youth requires additional support through extended learning time, smaller class sizes, and effective differentiated instructional strategies to increase access to the core curriculum. Supplemental instructional supports are essential to closing the achievement gap and improving overall English Language Arts achievement for district students. Staff providing instructional services in English Language Arts need increased training on student engagement, technology resources, and assessment standards to improve the learning environment for students, including English Learners, low-income students, and foster youth.

Calipatria Unified School District is directly addressing LCAP Priority 2, Implementation of State Standards; Priority 4, Pupil Achievement; and Priority 8, Other Pupil Outcomes through a coordinated English Language Arts improvement effort focused on standards-aligned instruction, data-driven intervention, and ongoing progress monitoring. To support Priority 2, the district will provide in-house professional development and consulting services to strengthen staff's understanding of state standards, ELA accountability measures, differentiated instruction, student engagement strategies, and the effective use of assessment data. To address Priority 4, staff will analyze district benchmark data and state assessment results to identify specific areas of need and provide targeted quarterly interventions for students, especially English Learners, low-income students, foster youth, Students with Disabilities, and other groups performing below standard. To support Priority 8, post-assessments will be used after interventions to monitor student growth, evaluate the effectiveness of supports, adjust instruction, and improve broader student outcomes across the district. Together, these actions create a continuous cycle of standards-based instruction, targeted support, assessment, and instructional adjustment designed to close achievement gaps and improve student success in English Language Arts.

CUSD will retain professional development and consulting services to support English Language Arts. This professional development will increase classified staff understanding of standards-aligned instruction, state English Language Arts accountability measures, and strategies to support student achievement in the classroom and on accountability measures. These efforts are intended to improve outcomes for unduplicated pupils at Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith School. To support this action, substitute fees will be included. Depending on the identified need, the action may be implemented by contracting with an external provider to deliver professional development, while other professional development will be delivered using internal capacity. Fees included in this action will also consist of materials and supplies for in-house training and substitutes.

IN-HOUSE PROFESSIONAL DEVELOPMENT AND DATA-DRIVEN INTERVENTION
In-house professional development will focus on analyzing district benchmark data and state assessment results to identify specific areas of student need. Staff will use this data to determine targeted areas for intervention and to support instructional planning aligned to student performance. Based on the data analysis, Calipatria USD will provide quarterly interventions during the designated intervention time. These

interventions will be targeted to address the identified needs of students, including English Learners, low-income students, foster youth, and other student groups requiring additional support.

Post-assessments will be administered following targeted interventions to monitor student progress and determine the effectiveness of the intervention support provided. Results from these post-assessments will be used to modify intervention strategies, adjust instructional supports, and ensure that students continue to receive appropriate and timely assistance. This ongoing cycle of data analysis, targeted intervention, progress monitoring, and instructional adjustment will support improved student achievement in English Language Arts and help close achievement gaps across the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A. California School Dashboard English Language Arts Performance Level CUSD will achieve no less than a Yellow performance level across all schools, groups, and significant subgroups. In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low	Calipatria USD has established 2022-2023 California School Dashboard English Language Arts performance as baseline. A. California School Dashboard ELA Performance Levels All Student Group -CUSD, Orange -Bill Young, Orange -Calipatria High, Yellow -Fremont, Yellow -Grace Smith, No Performance Color Socio-Economically Disadvantage SubGroup	Calipatria USD has established 2023-2024 California School Dashboard English Language Arts performance as baseline. A. California School Dashboard ELA Performance Levels All Student Group -CUSD, Yellow -Bill Young, Yellow -Calipatria High, Orange -Fremont, Orange -Grace Smith, No Performance Color	Calipatria USD - 2024-2025 California School Dashboard English Language Arts performance A. California School Dashboard ELA Performance Levels All Student Group -CUSD, YELLOW -Bill Young, YELLOW -Calipatria High, YELLOW -Fremont, ORANGE -Grace Smith, No Performance Color	A. 100% of all CUSD schools, groups, and significant subgroups will have achieved or exceeded Yellow performance level.	A. California School Dashboard ELA Performance Levels 2024-2025 All Student Group -CUSD, MET, from yellow to yellow -Bill Young, MET from yellow to yellow -Calipatria High, MET from orange to yellow -Fremont, NOT MET from orange to orange -Grace Smith, NO Performance Color Socio-Economically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-CUSD, Orange -Bill Young, Red -Calipatria High, Orange -Fremont, Yellow -Grace Smith, No Performance Color Students with Disabilities SubGroup -CUSD, Orange -Bill Young, Orange -Calipatria High, No Performance Color -Fremont, No Performance Color -Grace Smith, No Performance Color Hispanic SubGroup -CUSD, Orange -Bill Young, Orange -Calipatria High, Yellow -Fremont, Yellow -Grace Smith, No Performance Color -No colors reported for Foster nor Homeless	Socio-Economically Disadvantage SubGroup -CUSD, Yellow -Bill Young, Yellow -Calipatria High, Orange -Fremont, Orange -Grace Smith, No Performance Color Students with Disabilities SubGroup -CUSD, Orange -Bill Young, Orange -Calipatria High, No Performance Color -Fremont, No Performance Color -Grace Smith, No Performance Color Hispanic SubGroup -CUSD, Yellow -Bill Young, Yellow	Socio-Economically Disadvantage SubGroup -CUSD, YELLOW -Bill Young, YELLOW -Calipatria High, ORANGE -Fremont, ORANGE -Grace Smith, No Performance Color Students with Disabilities SubGroup -CUSD, RED -Bill Young, Orange -Calipatria High, No Performance Color -Fremont, No Performance Color -Grace Smith, No Performance Color Hispanic SubGroup -CUSD, YELLOW		Disadvantage SubGroup -CUSD, MET from yellow to yellow -Bill Young, MET from yellow to yellow -Calipatria High, NOT MET from orange to orange -Fremont, NOT MET from orange to orange -Grace Smith, NO Performance Color Students with Disabilities SubGroup -CUSD, NOT MET from orange to red -Bill Young, NOT MET orange to orange -Calipatria High, NO Performance Color -Fremont, NO Performance Color -Grace Smith, NO Performance Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students- All Students and Subgroups	-Calipatria High, Orange -Fremont, Orange -Grace Smith, No Performance Color -No colors reported for Foster nor Homeless Students- All Students and Subgroups	-Bill Young, YELLOW -Calipatria High, YELLOW -Fremont, ORANGE -Grace Smith, No Performance Color -No colors reported for Foster nor Homeless Students- All Students and Subgroups		Hispanic SubGroup -CUSD, MET from yellow to yellow -Bill Young, MET from yellow to yellow -Calipatria High, MET from orange to yellow -Fremont, NOT MET from orange to orange -Grace Smith, NO Performance Color -No colors reported for Foster nor Homeless Students- All Students and Subgroups
1.2	B. California School Dashboard points below standard in English Language Arts. CUSD will annually improve the average	B. California School Dashboard points below standard in English Language Arts 2022-2023 All Student Group - Points Below Standard	B. California School Dashboard points below standard in English Language Arts 2023-2024	B. California School Dashboard points below standard in English Language Arts 2024-2025	B. 100% of all CUSD schools will have attained a positive 3-year growth in distance from	B. California School Dashboard points below standard in English Language Arts 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	distance from standard across all schools, groups, and significant subgroups. In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded	-CUSD, -50.1 -Bill Young, -66.7 -Calipatria High, -1.3 -Fremont, -38.9 -Grace Smith, -27.8 Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, -57.8 -Bill Young, -72.4 -Calipatria High, -16.5 -Fremont, -45.6 -Grace Smith, -26 Students with Disabilities SubGroup -Points Below Standard -CUSD, -128.4 -Bill Young, -143.4 -Calipatria High, No Data Displayed -Fremont, -92.9 -Grace Smith, NA Hispanic SubGroup-Points Below Standard -CUSD, -51.6	All Student Group - Points Below Standard -CUSD, -39.3 -Bill Young, -42.3 -Calipatria High, -11.9 -Fremont, -56.7 -Grace Smith, 1.1 ABOVE STANDARD Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, -43.8 -Bill Young, -48 -Calipatria High, -14 -Fremont, -60.8 -Grace Smith, 1.1 ABOVE STANDARD Students with Disabilities SubGroup -Points Below Standard -CUSD, -117.1 -Bill Young, -127.3	All Student Group - Points Below Standard -CUSD, -34 -Bill Young, -26.8 -Calipatria High, -8.2 -Fremont, -62.1 -Grace Smith, -47.5 Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, -39.5 -Bill Young, -31.8 -Calipatria High, -15.4 -Fremont, -69.1 -Grace Smith, -47.5 Students with Disabilities SubGroup -Points Below Standard -CUSD, -114.2 -Bill Young, -106.3 -Calipatria High, No Data Displayed	standard outcomes.	All Student Group - Points Below Standard -CUSD, -MET from -39.3 to -34 -Bill Young, MET from -42.3 to -26.8 -Calipatria High, MET from -11.9 to -8.2 -Fremont, NOT MET from -56.7 to -62.1 -Grace Smith, from 1.1 ABOVE STANDARD to -47.5 NOT MET Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, MET from -43.8 to -39.5 -Bill Young, MET from -48 to -31.8 -Calipatria High,NOT MET from -14 to -15.4 -Fremont, NOT MET from -60.8 to -69.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Bill Young, -68.7 -Calipatria High, -1.4 -Fremont, -38.3 -Grace Smith, -38.9 -No colors reported for Foster nor Homeless Students- All Students and Subgroups	-Calipatria High, No Data Displayed -Fremont, -103.4 -Grace Smith, NA Hispanic SubGroup-Points Below Standard -CUSD, -40.4 -Bill Young, -41.9 -Calipatria High, -13.3 -Fremont, -55.9 -Grace Smith, -14.2 -No colors reported for Foster nor Homeless Students- All Students and Subgroups	-Fremont, -103.4 -Grace Smith, NA Hispanic SubGroup-Points Below Standard -CUSD, -34.2 -Bill Young, -27.5 -Calipatria High, -6 -Fremont, -61.3 -Grace Smith, -63.5 -No colors reported for Foster nor Homeless Students- All Students and Subgroups		-Grace Smith, MET from 1.1 above standard to -47.5 Students with Disabilities SubGroup -Points Below Standard -CUSD, MET, from -117.1 to -114.2 -Bill Young, MET from -127.3 to -106.3 -Calipatria High, No Data Displayed -Fremont, NOT MET from -103.4 to -103.4 -Grace Smith, NA Hispanic SubGroup-Points Below Standard -CUSD, MET from -40.4 to -34.2 -Bill Young, MET from -41.9 to -27.5 -Calipatria High, MET from -13.3 to -6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						-Fremont, NOT MET from -55.9 to -61.3 -Grace Smith, MET from -14.2 to -63.5 -No colors reported for Foster nor Homeless Students- All Students and Subgroups
1.3	C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Portal CUSD will annually improve the percentage of students scoring Standard Met-Level 3 or Exceeded - Level 4 across all district level groups and significant subgroups.	C. 2022-2023 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, 26.92% -Bill Young, 21.8% -Calipatria High, 45.71% -Fremont, 29.75% -Grace Smith, 30.76%	C. 2023-2024 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, 36.36% -Bill Young, 35.63% -Calipatria High, 47.37%	C. 2024-2025 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, 38.42% -Bill Young, 41.83% -Calipatria High, 48.81%	C. 100% of all CUSD level groups and significant subgroups will have attained a positive 3-year growth in the percentage of students scoring standard met or or Exceeded.	C. 2024-2025 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, MET from 36.36% to 38.42% -Bill Young, MET from 35.63% to 41.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantage SubGroup - Percentage -CUSD, 23.99% -Bill Young, 20.12% -Calipatria High, 38.89% -Fremont, 26.41% -Grace Smith, 30.43% Students with Disabilities SubGroup - Percentage -CUSD, 4.29% -Bill Young, 4.08% -Calipatria High, No Data Displayed -Fremont, 6.25% -Grace Smith, NA Hispanic SubGroup - Percentage -CUSD, 26.69% -Bill Young, 21.04% -Calipatria High, 46.15% -Fremont, 30.91% -Grace Smith, 27.78% -No data reported for	-Fremont, 29.33% -Grace Smith, 48.15% Socio-Economically Disadvantage SubGroup - Percentage -CUSD, 34.38% -Bill Young, 33.78% -Calipatria High, 45.46% -Fremont, 26.66% -Grace Smith, 48.15% Students with Disabilities SubGroup - Percentage -CUSD, 9.84% -Bill Young, 2.86% -Calipatria High, No Data Displayed -Fremont, 20% -Grace Smith, NA Hispanic SubGroup - Percentage	-Fremont, 25% -Grace Smith, 35.72% Socio-Economically Disadvantage SubGroup - Percentage -CUSD, 35.55% -Bill Young, 39.52% -Calipatria High, 46.16% -Fremont, 21.09% -Grace Smith, 35.72% Students with Disabilities SubGroup - Percentage -CUSD, 1.4% -Bill Young, 0% -Calipatria High, 7.69% -Fremont, 0% -Grace Smith, NA Hispanic SubGroup - Percentage		-Calipatria High, MET from 47.37% to 48.81% -Fremont, NOT MET from 29.33% to 25 % -Grace Smith, NOT MET from 48.15% to 35.72% Socio-Economically Disadvantage SubGroup - Percentage -CUSD, MET from 34.38% to 35.55% -Bill Young, MET from 33.78% to 39.52% -Calipatria High, MET from 45.46% to 46.16% -Fremont, NOT MET from 26.66% to 21.09% -Grace Smith, NOT MET from 48.15% to 35.72% Students with Disabilities SubGroup - Percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster nor Homeless Students- All Students and Subgroups	-CUSD, 36.20% -Bill Young, 35.95% -Calipatria High, 47.69% -Fremont, 29.27% -Grace Smith, 45% -No data reported for Foster nor Homeless Students- All Students and Subgroups	-CUSD, 38.77% -Bill Young, 42.41% -Calipatria High, 49.38% -Fremont, 25.39% -Grace Smith, 30% -No data reported for Foster nor Homeless Students- All Students and Subgroups		-CUSD, NOT MET from 9.84% to 1.4% -Bill Young, NOT MET from 2.86% to 0% -Calipatria High, MET No Data Displayed to 7.69 -Fremont, NOT MET from 20% to 0% -Grace Smith, NA Hispanic SubGroup - Percentage -CUSD, MET from 36.20% to 38.77% -Bill Young, MET from 35.95% to 42.41% -Calipatria High, MET from 47.69% to 49.38% -Fremont, NOT MET from 29.27% to 25.39% -Grace Smith, NOT MET 45% to 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						-No data reported for Foster nor Homeless Students- All Students and Subgroups
1.4	D. CUSD district benchmark reports Original: Spring 2024 Adjusted: CUSD will annually improve the percentage of students prepared to meet grade level reading standards as measured by STAR Reading. Percentage of Students At/Above 40th Percentile Rank on STAR Reading	D. CUSD district benchmark data Original: CUSD will report Spring 2024. Grade 1-- 32% At/Above 21% On Watch 18% Intervention 30% Urgent Intervention Grade 2 -- 44% At/Above 13% On Watch 13% Intervention 31% Urgent Intervention Grade 3-- 32% At/Above 23% On Watch 25% Intervention	D. CUSD district benchmark data Original: CUSD will report June 2025. Grade 1-- 27% At/Above 22% On Watch 32% Intervention 36% Urgent Intervention Grade 2 -- 44% At/Above 17% On Watch 25% Intervention 14% Urgent Intervention Grade 3-- 49% At/Above 16% On Watch 18% Intervention	D. CUSD district benchmark data Original: CUSD will report June 2026. Grade 1-- 45% At/Above 14% On Watch 23% Intervention 18% Urgent Intervention Grade 2 -- 39% At/Above 27% On Watch 24% Intervention 10% Urgent Intervention Grade 3-- 44% At/Above 23% On Watch 27% Intervention	D. 100% of all CUSD grade level groups will have attained a 5% increase in the percentage of students scoring At/above 40th Percentile Rank	D. CUSD district benchmark data Original: CUSD will report June 2026. Grade 1-- At/Above 40th Percentile Rank Grade 1 from 27% to 45%,Met Grade 2 -- At/Above 40th Percentile Rank Grade 2 -- from 44% to 39%, NOT Met Grade 3-- At/Above 40th Percentile Rank

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27% Urgent Intervention Grade 4 -- 58% At/Above 0% On Watch 16% Intervention 26% Urgent Intervention Grade 5-- 40% At/Above 17% On Watch 19% Intervention 17% Urgent Intervention Grade 6 -- 23% At/Above 17% On Watch 24% Intervention 37% Urgent Intervention Grade 7-- 10% At/Above 14% On Watch 31% Intervention 46% Urgent Intervention Grade 8 -- 32% At/Above 14% On Watch 18% Intervention 36% Urgent Intervention	16% Urgent Intervention Grade 4 -- 43% At/Above 31% On Watch 18% Intervention 6% Urgent Intervention Grade 5-- 52% At/Above 14% On Watch 17% Intervention 17% Urgent Intervention Grade 6 -- 44% At/Above 23% On Watch 21% Intervention 11% Urgent Intervention Grade 7-- 38% At/Above 16% On Watch 22% Intervention 24% Urgent Intervention Grade 8 -- 30% At/Above 21% On Watch 32% Intervention 17% Urgent Intervention	6% Urgent Intervention Grade 4 -- 37% At/Above 11% On Watch 22% Intervention 31% Urgent Intervention Grade 5-- 50% At/Above 14% On Watch 23% Intervention 14% Urgent Intervention Grade 6 -- 64% At/Above 19% On Watch 11% Intervention 7% Urgent Intervention Grade 7-- 68% At/Above 10% On Watch 12% Intervention 10% Urgent Intervention Grade 8 -- 51% At/Above 14% On Watch 18% Intervention 18% Urgent Intervention		Grade 3 from 49% to 44%, Met Grade 4 -- At/Above 40th Percentile Rank Grade 4 from 43% to 37%, NOT Met Grade 5-- At/Above 40th Percentile Rank - Grade 5 rom 52% to 50%, Met Grade 6 -- At/Above 40th Percentile Rank Grade 6 from 44% to 64%, Met Grade 7-- At/Above 40th Percentile Rank Grade 7 from 38% to 68%, Not Met Grade 8 -- At/Above 40th Percentile Rank Grade 8 from 30% to 51%, Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills	E. CUSD ESGI Data Spring 2024 This will begin in the 2024-2025 school year. Transitional Kinder -- 11% Kindergarten --23%	E. CUSD ESGI Data Spring 2025 June, 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills Transitional Kinder -- 15% not met Kindergarten -- 48% not met	E. CUSD ESGI Data Winter 2026 June, 2026 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills Transitional Kinder -- 24% not met Kindergarten - Grace Smith 17% not met Fremont Primary 24%not met	E. CUSD ESGI Data Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills	E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills Transitional Kinder --22% not met Kindergarten- Grace Smith 16% not met Fremont 23% not met

Goal Analysis [2025-26]

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

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

IMPLEMENTATION SUMMARY FOR ACTIONS 1.1 – 1.8 (2025-2026 SCHOOL YEAR)

All actions were implemented. Professional development was offered virtually and in person.

Action 1.1 - Fully Implemented
Two FTE educators were hired at Bill Young Jr. Middle School, with additional staffing at Calipatria High School for its extra period and extended learning programs.
Action 1.2 - Fully Implemented
Teachers received supplemental ELA instructional materials and supplies for both the regular and extended school years.
Action 1.3 - Fully Implemented

Professional development was provided both virtually and in person, adjusted to accommodate the impacts of substitute teacher shortages.
Action 1.4 - Fully Implemented
A resource teacher provided interventions at Fremont Primary. The second resource position at Young Middle School was never filled, as no applicants were received when the position was advertised. Advertisements were done all year long.
Action 1.5 - Fully Implemented
Instructional staff were hired and continue to provide support in English Language Arts.
Action 1.6 - Fully Implemented
A classified staff member ensured that students had access to technology in labs, libraries, media rooms, and classrooms.
Action 1.7 - Fully Implemented
The purchase of instructional materials and supplies was completed.
Action 1.8 - Fully Implemented
Each TK and Kindergarten class at Fremont Primary and Grace Smith School had an instructional assistant assigned to them.

Here is the revised version with the reference removed and the intervention system added:

One of the standout successes of the 2025-2026 school year was the full implementation of all eight actions under Goal 1, reflecting Calipatria Unified School District's unwavering commitment to student academic growth and equity in access.

At the heart of this success was our ability to strengthen literacy instruction through a multi-layered support system. At Fremont Elementary, resource teachers led the way in delivering intensive interventions designed to raise literacy skills. Students benefited from structured, targeted instruction that addressed their unique learning needs, especially in reading comprehension, accuracy, and fluency.

Although Bill E. Young Middle School did not have a resource teacher during the 2025-2026 school year, the school implemented a structured, data-driven intervention system to address student needs. Intervention groups were developed using English Language Arts benchmark results, with a focus on the specific academic standards deficiencies identified in the data. These interventions were organized by quarter, allowing staff to target priority skills and provide focused support based on student performance. Post-assessments were administered after each intervention cycle to measure student growth, identify ongoing areas of need, and guide next steps in instruction. This data-driven intervention model was not limited to the middle school; it was implemented across all schools in the district as part of a broader effort to ensure that students received timely, targeted academic support.

We also ensured that classrooms were well-equipped with supplemental materials and that access to technology was significantly expanded across computer labs, libraries, media centers, and classrooms. Teachers intentionally implemented these tools to create more dynamic and engaging learning environments, enabling students to access content in richer, more meaningful ways.

In addition to these instructional supports, we made strategic investments in professional learning. At Fremont, we trained multiple paraeducators in the SIPPS intervention program and extended the same high-quality professional development to paraeducators at Grace Smith Elementary. This training focused on equipping staff with interactive, engaging instructional routines that support accuracy, decoding, and fluency in Reading/Language Arts. A literacy coach worked closely with these educators, observing their small-group instruction, providing targeted feedback, and guiding improvements to ensure the most effective implementation of intervention strategies.

At Bill E. Young Middle School, the focus on literacy continued through targeted support for instructional staff, including special education teachers and paraeducators. The goal was to ensure staff could confidently implement reading strategies designed to improve fluency and comprehension, particularly for English learners and students with special needs. Student progress was regularly monitored and reviewed to inform ongoing support and adapt instructional practices accordingly.

While these accomplishments were substantial, implementing professional development remained challenging due to the limited availability of substitute teachers in our area. Nonetheless, our district responded with creativity and flexibility, scheduling professional learning during the school day when feasible and extending opportunities beyond contract hours to ensure minimal disruption to student learning.

In total, the success of Goal 1 represents more than the completion of planned actions; it showcases a coordinated, thoughtful approach to academic improvement that is both data-informed and people-powered.

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.

SUMMARY OF BUDGETED VS. ACTUAL EXPENDITURES FOR ACTIONS 1.1 – 1.8

Action 1.1
The budgeted expenditure fully met the needs of 4 staffing positions, with actual expenditures reflecting staff salary placement.

Action 1.2
The budgeted expenditure supported the ongoing provision of supplemental ELA instructional materials and supplies as requested.

Action 1.3
All requested support for professional development was provided, with training offered both virtually and in person, and additional expenditures covered travel and conferences.

Action 1.4
A resource teacher provided interventions at Fremont Primary. The second resource position at Young Middle School was never filled because no applicants were received during the advertised period. Advertisements were done all year long, with actual expenditures reflecting staff salary placement.

Action 1.5
The budgeted expenditure supported four staffing positions, and actual expenditures were affected by salary placement.

Action 1.6

The budgeted expenditure covered one staffing position, with actual expenditures adjusted for salary placement.

Action 1.7
The budgeted expenditure met the sites' needs for intervention materials and supplies.

Action 1.8
The budgeted expenditure covered 4 staffing positions, with actual expenditures reflecting salary placement and subsequent salary increases for classified and certificated staff (impacting Actions 1.1, 1.4, 1.5, 1.6, and 1.8).

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

Staffing positions identified under Goal 1 have been recognized as effective in supporting student academic progress. Smaller class size support, identified in Action 1.1, and intervention resources, identified in Actions 1.4, 1.5, and 1.6, were cited by site teams as critical contributors to improved student outcomes. The implementation of resource teachers, identified in Action 1.5, was well received, as it provided both leadership for intervention programs and an increase in intervention materials and supplies for student use, as identified in Action 1.7. In addition, increased materials and supplies for classroom instruction, identified in Actions 1.2, 1.3, and 1.8, were provided to enhance overall instructional delivery.

GOAL 1: MEASURABLE GROWTH AND ITS EFFECTIVENESS

The effectiveness of Goal 1 was demonstrated through measurable academic gains, as reflected in the 2025 California School Dashboard. School-wide performance in English Language Arts improved significantly, with Calipatria Unified School District moving from 39.3 points below standard in 2024 to 34 points below standard in 2025. This positive shift was evident not only across the general student population but also within key student groups.

At the junior high level, the upward trend continued. BYMS also showed progress in English Language Arts, moving within the yellow performance level from 42.3 points below standard in 2024 to 26.8 points below standard in 2025. This consistent growth signals the success of targeted interventions and increased support structures implemented over the year.

More specifically, student subgroups, including socioeconomically disadvantaged students and Hispanic students, also showed improved performance, further validating the reach and equity of our instructional practices. These outcomes reflect our district-wide focus on high-impact strategies, such as intensive reading intervention, access to technology, and instructional coaching.

Goal 1 actions support standards-based instruction and access to grade-level content. Smaller class size support, resource teachers, intervention programs, instructional materials, supplies, technology, and coaching all create the conditions needed for teachers to deliver instruction aligned to California standards.

Pupil Achievement: The Dashboard data showed notable improvement in 2025. We successfully met the academic needs of English Learners in Reading/Language Arts through evidence-based supports and consistent instructional scaffolding. This year's data has also helped us clarify the next step in refining our efforts: addressing the unique needs of Long-Term English Learners. While we celebrate the gains made with our broader English Learner population, we now recognize that targeted strategies must be developed to ensure Long-Term English Learners are fully supported in achieving language and literacy proficiency.

Overall, the growth shown in Dashboard indicators affirms the strength of our implementation under Goal 1. More importantly, it provides a clear direction for the work that lies ahead.

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.

GOAL 1 - MODIFICATIONS AND UPDATES

All actions under goal 1 will remain the same, with the following additions and modifications:

ACTION 1.3
This has been included to provide ongoing professional development for paraeducators, including ELA-focused consulting services. This addition is intended to ensure systematic, responsive professional development opportunities for both teachers and paraeducators, who deliver direct instructional support to students. Professional development will be offered during the school day, after school, and/or on weekends to accommodate participants' availability. Attendance at sessions provided by consulting services will depend on the availability of substitutes or personal time allowances.

ACTION 4: RESOURCE TEACHER STAFFING AND INTERVENTION SUPPORT

There will be an increase in funding to support resource teacher salaries in action 1.4. The adjustment is due to changes in salary placement.

The Bill E. Young Middle School resource teacher position will not be filled during the 2025–2026 school year due to a drop in school enrollment. Instead of implementing a pull-out intervention model in which a resource teacher provides intervention, alternative interventions will be provided during regular instruction.

Although Bill E. Young Middle School did not have a resource teacher during the 2025–2026 school year, the school implemented a structured, data-driven intervention system to address student needs. Intervention groups were developed using English language arts benchmark results, with a focus on the specific academic standard deficiencies identified in the data. These interventions were organized by quarter, allowing staff to target priority skills and provide focused support based on student performance.

Post-assessments were administered after each intervention cycle to measure student growth, identify ongoing areas of need, and guide next steps in instruction. This data-driven intervention model was not limited to the middle school; it was implemented across all schools in the district as part of a broader effort to ensure that students received timely, targeted academic support.

GENERAL ADJUSTMENT
Modifications to expenditures across actions 1.4 and 1.5 are primarily due to staff salary placements and ongoing salary increases.

All other actions under goal 1 will remain unchanged, as the district continues to expect that these areas are essential to achieving the goal's outcomes.

The LCAP resources outlined for goal 1 will be utilized as planned.

The metrics for goal 1 will remain the same. However, a review is scheduled for November 2026 to assess whether adjustments are needed based on updated 2026 state metrics and local data reporting.

At this time, the desired outcomes for goal 1 will also remain unchanged to maintain support for student achievement in English language arts.

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	Certificated Teaching Staff to support English Language Arts instruction.	CUSD will provide additional staffing to support English Language Arts achievement, which will include extra period assignments, class size reduction strategies, and extended learning opportunities. Action partially funded by LREBG funds.	$645,685.00	Yes
1.2	English Language Arts Supplemental Instructional	CUSD will provide additional supplemental English Language Arts instructional materials and supplies to support English Language Arts instruction during the regular school year	$40,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Materials and Supplies.	and extended learning opportunities.		
1.3	English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees	CUSD will retain professional development, travel, and conference or consulting services to support supplemental English Language Arts (ELA) professional development to increase certificated and classified staff understanding of standards-aligned instruction, state ELA accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School. Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.	$26,419.00	Yes
1.4	Certificated Resource Teachers.	CUSD will increase instructional support services for English Language Arts intervention with the addition of two resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont Primary School and Bill Young Jr. Middle School.	$160,252.00	Yes
1.5	Classified Instructional Staffing to support English Language Arts.	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low income students in English Language Arts. Paraprofessional Instructional Aides will provide small group instruction and individual support to students within the classroom setting. Paraprofessional Instructional Aides will also provide pullout services to support targeted intervention programs.	$57,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Classified Staffing to support access to Technology.	CUSD will maintain part-time classified resource staff to support student access to technology in the computer labs, library/media rooms, and in the classroom at Fremont Primary School for English Learners, low income, and foster/homeless students.	$36,396.00	Yes
1.7	Intervention Instructional Materials and Supplies.	CUSD will purchase intervention materials and supplies for Certificated Resource Teachers and district centralized services to utilize for targeted services for unduplicated pupils. Software licensing and application purchases to address language and literacy development will be acquired.	$32,500.00	Yes
1.8	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low-income students in English Language Arts. Instructional aides will provide small group instruction and individual support to students within the classroom setting. Instructional aides will also provide pullout services to support targeted intervention programs.	$262,946.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Calipatria Unified School District will annually increase student academic achievement in Mathematics as evidenced by student performance on state and local measures.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Calipatria Unified School District has developed Goal 2 in Mathematics to improve student achievement and ensure that all students have increased opportunities for post-secondary success. Achievement in mathematics is essential for earning a high school diploma, meeting college entrance requirements, and preparing for post-secondary employment. This goal directly addresses Priority 2: State Standards, Priority 4: Pupil Achievement, and Priority 8: Other Pupil Outcomes by strengthening mathematics instruction, increasing access to grade-level standards, monitoring student progress, and improving outcomes for all student groups.

In Mathematics, overall student performance remained stable, with a small gain of 1.0 point, moving to 68.4 points below standard for 555 students. This shows stability and gradual recovery from 2022, when students were 87.1 points below standard, improving each year to 68.4 points below standard in 2025. While this trend demonstrates progress, the data also show that students continue to perform below standard overall, which supports the need for a continued districtwide focus on mathematics achievement.

A key strength of the data is that several larger student groups are performing close to, or slightly better than, the state comparison. Hispanic students are 70.5 points below standard, and socioeconomically disadvantaged students are 71.3 points below standard, both of which are slightly stronger than the state distances for those groups. White students showed the strongest local gain, increasing by 37.1 points, though the group size is small at 29 students. English Learners also showed a positive gain of 3.0 points, reaching 89.1 points below standard.

At the same time, the data identify significant areas of need. Long-Term English Learners remain a priority group at 148.2 points below standard and declined by 7.9 points. Students with Disabilities are also a priority group, at 137.2 points below standard, with an 8.1-point decline. African American students declined 14.1 points and are 133.1 points below standard, though the group size is small at 14 students, so results should be interpreted cautiously. In the English Learner comparison data, Recently Reclassified English Learners are closer to standard at 47.1 points below standard, but they declined 29.6 points, suggesting a need to monitor continued math support after reclassification.

Student subgroup performance was as follows:

Students with Disabilities: 137.2 points below standard
English Learners: 89.1 points below standard
White students: 17.5 points below standard
Socioeconomically Disadvantaged students: 71.3 points below standard
Hispanic students: 70.5 points below standard

These results demonstrate the need for the Calipatria Unified School District to redesign and strengthen specific instructional systems, including the student progress monitoring system and the intervention support framework, to better support students who are not yet meeting grade-level expectations. Calipatria USD anticipates continued challenges related to learning loss and will prioritize improved academic support for unduplicated pupils, including English Learners, low-income students, and foster youth.

Goal 2 supports Priority 2: State Standards by focusing on implementing high-quality mathematics instruction aligned with state standards. Calipatria USD's broad Goal 2 for Mathematics is designed to strengthen the overall instructional program and increase student achievement on state accountability measures and district benchmarks. The district recognizes that English Learners, low-income students, foster youth, and students with disabilities require additional support to access the core mathematics curriculum and demonstrate improved outcomes. These supports may include extended learning time, smaller classroom settings, targeted interventions, and effective differentiated instructional strategies.

Goal 2 also addresses Priority 4: Pupil Achievement by using state assessment results and subgroup performance data to identify academic strengths, areas of need, and achievement gaps. Although the district has shown stability and gradual improvement in mathematics, the persistent distance from the standard across multiple student groups underscores the need for targeted actions to improve mathematics outcomes. The data show encouraging gains and stability, especially among English Learners and White students, but continued targeted support is needed for Long-Term English Learners, Students with Disabilities, African American students, and recently reclassified students.

In addition, Goal 2 addresses Priority 8: Other Pupil Outcomes by strengthening district benchmark systems, progress monitoring, and intervention practices. Supplemental instructional supports are essential to closing achievement gaps and improving mathematics achievement for all district students. To support this effort, Calipatria USD will focus on developing academic interventions for Grades 1–6. This effort is intended to increase student achievement and close achievement gaps for English Learners, low-income students, foster youth, and students with disabilities.

Staff providing supplemental instructional services in mathematics will receive increased professional development in student engagement strategies, technology resources, assessment standards, and effective instructional practices. These trainings will support improved learning environments and increase access to high-quality mathematics instruction for students with the greatest academic needs.

Through Goal 2, Calipatria USD will address Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement, and Priority 8: Other Pupil Outcomes by implementing a comprehensive professional development program for teachers, introducing a data-driven instructional model, and establishing a system for ongoing monitoring of student progress. These actions are intended to strengthen classroom instruction, improve intervention practices, and support measurable growth in mathematics achievement across all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A. California School Dashboard Mathematics Performance Level CUSD will achieve no less than a Yellow performance level across all schools, groups, and significant subgroups. In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low	Calipatria USD has established 2022-2023 California School Dashboard Mathematics performance as baseline. A. California School Dashboard Mathematics Performance Levels All Student Group -CUSD, Yellow -Bill Young, Red -Calipatria High, Yellow -Fremont, Yellow -Grace Smith, No Performance Color Socio-Economically Disadvantage SubGroup -CUSD, Yellow -Bill Young, Red -Calipatria High, Yellow -Fremont, Yellow -Grace Smith, No Performance Color	Calipatria USD has established 2023-2024 California School Dashboard Mathematics performance as baseline. A. California School Dashboard Mathematics Performance Levels All Student Group -CUSD, Yellow -Bill Young, Yellow -Calipatria High, Orange -Fremont, Orange -Grace Smith, No Performance Color Socio-Economically Disadvantage SubGroup -CUSD, Yellow -Bill Young, Yellow	Calipatria USD has established 2024-2025 California School Dashboard Mathematics performance as baseline. A. California School Dashboard Mathematics Performance Levels All Student Group -CUSD, Orange -Bill Young, Yellow -Calipatria High, Red -Fremont, Orange -Grace Smith, No Performance Color Socio-Economically Disadvantage SubGroup -CUSD, Orange -Bill Young, Yellow	A. 100% of all CUSD schools, groups, and significant subgroups will have achieved or exceeded Yellow performance level.	Calipatria USD has established 2024-2025 California School Dashboard Mathematics performance as baseline. A. California School Dashboard Mathematics Performance Levels All Student Group -CUSD, NOT MET from orange to orange -Bill Young, MET from yellow to yellow -Calipatria High, NOT MET from red to red -Fremont, NOT MET from orange to orange -Grace Smith, No Performance Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities SubGroup -CUSD, No Performance Color -Bill Young, Red -Calipatria High, No Performance Color -Fremont, No Performance Color -Grace Smith, No Performance Color Hispanic SubGroup -CUSD, Yellow -Bill Young, Red -Calipatria High, Yellow -Fremont, Yellow -Grace Smith, No Performance Color -No colors reported for Foster nor Homeless Students- All Students and Subgroups	-Calipatria High, Orange -Fremont, Orange -Grace Smith, No Performance Color Students with Disabilities SubGroup -CUSD, Orange -Bill Young, Orange -Calipatria High, No Performance Color -Fremont, No Performance Color -Grace Smith, No Performance Color Hispanic SubGroup -CUSD, Yellow -Bill Young, Yellow -Calipatria High, Orange -Fremont, Orange -Grace Smith, No Performance Color -No colors reported for	-Calipatria High, Red -Fremont, Orange -Grace Smith, No Performance Color Students with Disabilities SubGroup -CUSD, Red -Bill Young, Red -Calipatria High, No Performance Color -Fremont, No Performance Color -Grace Smith, No Performance Color Hispanic SubGroup -CUSD, Orange -Bill Young, Yellow -Calipatria High, Red -Fremont, Orange -Grace Smith, No Performance Color -No colors reported for		Socio-Economically Disadvantage SubGroup -CUSD, NOT MET from orange to orange -Bill Young, MET from yellow to yellow -Calipatria High, NOT MET from red to red -Fremont, NOT MET from orange to orange -Grace Smith, No Performance Color Students with Disabilities SubGroup -CUSD, NOT MET from red to red -Bill Young, NOT MET from orange to red -Calipatria High, No Performance Color -Fremont, No Performance Color -Grace Smith, No Performance Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster nor Homeless Students- All Students and Subgroups	Foster nor Homeless Students- All Students and Subgroups		Hispanic SubGroup -CUSD, NOT MET from orange to orange -Bill Young, MET from yellow to yellow -Calipatria High, NOT MET from red to red -Fremont, NOT MET from orange to orange -Grace Smith, No Performance Color -No colors reported for Foster nor Homeless Students- All Students and Subgroups
2.2	B. California SchoolDashboard points below standard in Mathematics.	B. California School Dashboard points below standard in Mathematics 2022-2023 All Student Group - Points Below Standard	B. California School Dashboard points below standard in Mathematics 2023-2024	B. California School Dashboard points below standard in Mathematics 2024-2025	B. 100% of all CUSD schools will have attained a positive 3-year growth in distance from	B. California School Dashboard points below standard in Mathematics 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CUSD will annually improve the average distance from standard across all schools, groups, and significant subgroups. In lieu, see Metric C outcome: SBAC Summary of Students scoring Standard Met or Exceeded	-CUSD, -76.1 -Bill Young, -97.1 -Calipatria High, -82.7 -Fremont, -25.4 -Grace Smith, -18.5 Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, -84.1 -Bill Young, -104 -Calipatria High, -103.6 -Fremont, -30.7 -Grace Smith, -20.4 Students with Disabilities SubGroup -Points Below Standard -CUSD, -160.1 -Bill Young, -193.3 -Calipatria High, No Data Reported -Fremont, -60.7 -Grace Smith, No Data Reported Hispanic SubGroup-Points Below Standard	All Student Group - Points Below Standard -CUSD, -69.3 -Bill Young, -77.5 -Calipatria High, -106.6 -Fremont, -40.2 -Grace Smith, -25.2 Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, -74.2 -Bill Young, -84.4 -Calipatria High, -105.5 -Fremont, -44.7 -Grace Smith, -25.2 Students with Disabilities SubGroup -Points Below Standard -CUSD, -129.1 -Bill Young, -151.7 -Calipatria High, No Data Reported	All Student Group - Points Below Standard -CUSD, -68.4 -Bill Young, -66.8 -Calipatria High, -123.7 -Fremont, -46.6 -Grace Smith, -24.4 Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, -71.3 -Bill Young, -71.5 -Calipatria High, -128.6 -Fremont, -51.3 -Grace Smith, -24.4 Students with Disabilities SubGroup -Points Below Standard -CUSD, -137.2 -Bill Young, -149.8 -Calipatria High, No Data Reported	standard outcomes.	All Student Group - Points Below Standard -CUSD, MET from -69.3 to -68.4 -Bill Young, MET from -77.5 to -66.8 -Calipatria High, NOT MET from -106.6 to -123.7 -Fremont, NOT MET from -40.2 to -46.6 -Grace Smith, MET from -25.2 to -24.4 Socio-Economically Disadvantage SubGroup-Points Below Standard -CUSD, MET from -74.2 to -71.3 -Bill Young, MET from -84.4 to -71.5 -Calipatria High, NOT MET from -105.5 to -128.6 -Fremont, NOT MET from -44.7 to -51.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-CUSD, -77.5 -Bill Young, -98.8 -Calipatria High, -79.9 -Fremont, -23.8 -Grace Smith, -36.4 -No colors reported for Foster nor Homeless Students- All Students and Subgroups	-Fremont, -88.3 -Grace Smith, No Data Reported Hispanic SubGroup-Points Below Standard -CUSD, -70.3 -Bill Young, -77.8 -Calipatria High, -104.8 -Fremont, -40.2 -Grace Smith, -28 -No colors reported for Foster nor Homeless Students- All Students and Subgroups	-Fremont, -100.6 -Grace Smith, No Data Reported Hispanic SubGroup-Points Below Standard -CUSD, -70.5 -Bill Young, -69.1 -Calipatria High, -122.1 -Fremont, -46 -Grace Smith, -33.9 -No colors reported for Foster nor Homeless Students- All Students and Subgroups		-Grace Smith, MET from -25.2 to -24.4 Students with Disabilities SubGroup -Points Below Standard -CUSD, NOT MET from -129.1 to -137.2 -Bill Young, MET from -151.7 to -149.8 -Calipatria High, No Data Reported -Fremont, NOT MET from -88.3 to -100.6 -Grace Smith, No Data Reported Hispanic SubGroup-Points Below Standard -CUSD, NOT MET from -70.3 to -70.5 -Bill Young, MET from 77.8 to -69.1 -Calipatria High, NOT MET from -104.8 to -122.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						-Fremont, NOT MET from -40.2 to -46 -Grace Smith, NOT MET from -28 to -33.9 -No colors reported for Foster nor Homeless Students- All Students and Subgroups
2.3	C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal CUSD will annually improve the percentage of students scoring Standard Met-Level 3 or Exceeded - Level 4 across all district-level groups and significant subgroups.	C. 2022-2023 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, 22.54% -Bill Young, 17.20% -Calipatria High, 25.71% -Fremont, 34.17% -Grace Smith, 30.76% Socio-Economically Disadvantage	C. 2023-2024 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, 23.26 % -Bill Young, 21.47% -Calipatria High, 10.67% -Fremont, 30.82%	C. 2024-2025 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, 23.04% -Bill Young, 22.96% -Calipatria High, 10.67% -Fremont, 25.71%	C. 100% of all CUSD level groups and significant subgroups will have attained a positive 3-year growth in the percentage of students scoring standard met or or Exceeded.	C. 2024-2025 SBAC Summary of Students scoring Standard Met or Exceeded All Student Group - Percentage -CUSD, from 23.26% to 23.04 % NOT MET -Bill Young, FROM 21.47 TO 22.96 MET

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SubGroup - Percentage -CUSD, 18.82% -Bill Young, 14.43% -Calipatria High, 14.81% -Fremont, 31.43% -Grace Smith, 30.43% Students with Disabilities SubGroup - Percentage -CUSD, 1.43% -Bill Young, 0.00% -Calipatria High, No Data Reported -Fremont, 6.25% -Grace Smith, No Data Reported Hispanic SubGroup - Percentage -CUSD, 22.20% -Bill Young, 16.56% -Calipatria High, 26.15% -Fremont, 35.78% -Grace Smith, 27.78% -No data reported for Foster nor Homeless	-Grace Smith, 41.37% Socio-Economically Disadvantage SubGroup - Percentage -CUSD, 21.71% -Bill Young, 20.2% -Calipatria High, 9.23% -Fremont, 27.5% -Grace Smith, 41.37% Students with Disabilities SubGroup - Percentage -CUSD, 4.92% -Bill Young, 2.86% -Calipatria High, No Data Reported -Fremont, 10% -Grace Smith, No Data Reported Hispanic SubGroup - Percentage	-Grace Smith, 35.72% Socio-Economically Disadvantage SubGroup - Percentage -CUSD, 21.98% -Bill Young, 21.31% -Calipatria High, 9.23% -Fremont, 25% -Grace Smith, 35.72% Students with Disabilities SubGroup - Percentage -CUSD, 1.41% -Bill Young, 0% -Calipatria High, No Data Reported -Fremont, 3.70% -Grace Smith, No Data Reported Hispanic SubGroup - Percentage		-Calipatria High,10.67% TO 10.67% NOT MET -Fremont FROM 32.82 TO 25.75 NOT met -Grace Smith, from 41.37% to 35.72% NOT MET Socio-Economically Disadvantage SubGroup - Percentage -CUSD, from 21.71% to 21.98% MET -Bill Young, from 20.2% to 21.31% MET -Calipatria High, 9.23% to 9.23% NOT MET -Fremont, from 27.5% to 25% NOT MET -Grace Smith, from 41.37% to 35.72% NOT MET Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students- All Students and Subgroups	-CUSD, 23.23% -Bill Young, 21.48% -Calipatria High, 9.23% -Fremont, 31.7% -Grace Smith, 40.91% -No data reported for Foster nor Homeless Students- All Students and Subgroups	-CUSD, 21.91% -Bill Young, 21.65% -Calipatria High, 9.23% -Fremont, 25.38% -Grace Smith, 30% -No data reported for Foster nor Homeless Students- All Students and Subgroups		SubGroup - Percentage -CUSD, from 4.92% to 1.41% NOT MET -Bill Young, 2.86% to 0% NOT MET -Calipatria High, No Data Reported -Fremont, from 10% to 3.70% NOT MET -Grace Smith, No Data Reported Hispanic SubGroup - Percentage -CUSD, from 23.23% to 21.91% NOT MET -Bill Young, 21.48% to 21.65% MET -Calipatria High, 9.23% to 9.23% NOT MET -Fremont, from 31.7% to 25.38% NOT MET -Grace Smith, from 40.91% to 30% NOT MET

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						-No data reported for Foster nor Homeless Students- All Students and Subgroups
2.4	D. CUSD district benchmark reports Original: Spring 2024 data Adjusted: CUSD will annually improve the percentage of students prepared to meet grade level reading standards as measured by STAR Mathematics. Percentage of Students At/Above 40th Percentile Rank on STAR Mathematics	D. CUSD district benchmark data Original: CUSD will report Spring 2024 Grade 1-- 32% At/Above 23% On Watch 25% Intervention 27% Urgent Intervention Grade 2 -- 44% At/Above 12% On Watch 10% Intervention 34% Urgent Intervention Grade 3-- 32% At/Above 23% On Watch 25% Intervention 27% Urgent Intervention	D. CUSD district benchmark data Original: CUSD will report June 2025 Grade 1-- 25% At/Above 19% On Watch 29% Intervention 27% Urgent Intervention Grade 2 -- 44% At/Above 11% On Watch 29% Intervention 17% Urgent Intervention Grade 3-- 50% At/Above 23% On Watch 18% Intervention 9% Urgent Intervention	D. CUSD district benchmark data Original: CUSD will report June 2026 Grade 1-- 53% At/Above 12% On Watch 17% Intervention 17% Urgent Intervention Grade 2 -- 46% At/Above 17% On Watch 25% Intervention 12% Urgent Intervention Grade 3-- 43% At/Above 30% On Watch 18% Intervention 9% Urgent Intervention	D. 100% of all CUSD grade level groups will have attained a 5% increase in the percentage of students scoring At/above 40th Percentile Rank	D. CUSD district benchmark data Original: CUSD will report June 2025. Grade 1-- At/Above 40th Percentile Rank from 25% to 53% met Grade 2 -- At/Above 40th Percentile Rank from 44% to 46% met Grade 3-- At/Above 40th Percentile Rank from 50% to 43% met Grade 4 -- At/Above 40th Percentile Rank

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 -- 32% At/Above 23% On Watch 25% Intervention 27% Urgent Intervention Grade 5-- 66% At/Above 10% On Watch 7% Intervention 17% Urgent Intervention Grade 6 -- 49% At/Above 15% On Watch 17% Intervention 19% Urgent Intervention Grade 7-- 41% At/Above 21% On Watch 21% Intervention 18% Urgent Intervention Grade 8 -- 49% At/Above 23% On Watch 16% Intervention 12% Urgent Intervention	Grade 4 -- 52% At/Above 14% On Watch 17% Intervention 17% Urgent Intervention Grade 5-- 61% At/Above 14% On Watch 12% Intervention 12% Urgent Intervention Grade 6 -- 65% At/Above 13% On Watch 14% Intervention 8% Urgent Intervention Grade 7-- 44% At/Above 14% On Watch 22% Intervention 20% Urgent Intervention Grade 8 -- 55% At/Above 20% On Watch 15% Intervention 10% Urgent Intervention	Grade 4 -- 41% At/Above 20% On Watch 17% Intervention 23% Urgent Intervention Grade 5-- 63% At/Above 11% On Watch 14% Intervention 11% Urgent Intervention Grade 6 -- 78% At/Above 12% On Watch 7% Intervention 3% Urgent Intervention Grade 7-- 62% At/Above 21% On Watch 11% Intervention 6% Urgent Intervention Grade 8 -- 70% At/Above 11% On Watch 12% Intervention 8% Urgent Intervention		from 52% to 41% met Grade 5-- At/Above 40th Percentile Rank from 61% to 63% met Grade 6 -- At/Above 40th Percentile Rank from 65% to 78% not met Grade 7-- At/Above 40th Percentile Rank from 44% to 62% met Grade 8 -- At/Above 40th Percentile Rank from 55% to 70% met
2.5	E. CUSD ESGI Data	E. CUSD ESGI Data Spring 2024	E. CUSD ESGI Data Spring 2025	E. CUSD ESGI Data Spring 2026	E. CUSD ESGI Data	E. CUSD ESGI Data Spring 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students At/Above 40th Percentile Rank on Mathematics Foundational Skills	Initiative will begin in the 2024-2025 school year. Transitional Kinder -- 31% Kindergarten -- 29.6%	June 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills Transitional Kinder -- 23% not met Kindergarten Grace Smith - 13% not met Fremont -- 21% not met	June 2026 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills Transitional Kinder -- 36% not met Kindergarten Grace Smith - 21% not met Fremont -- 31% not met	Percentage of Students At/Above 40th Percentile Rank on Mathematics Foundational Skills	June 2026 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills Transitional Kinder -- from 23% to 36% not met Kindergarten Grace Smith - from 13% to 21% not met Fremont -- from 21% to 31% not met

Goal Analysis [2025-26]

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

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

IMPLEMENTATION SUMMARY

Actions were implemented during the 2025–2026 school year. The primary differences in implementation included the acquisition of materials, supplies, and services to support professional development. Professional development activities were offered both virtually and in person. Additional implementation also occurred through expenditures for travel and conference participation.

2.1 This action was fully implemented. Bill Young Jr. Middle School hired teachers. At CHS, a full-time teacher was hired, an additional instructional period was added, and an extended-learning position was created.

2.2This action was fully implemented. Supplemental instructional materials and supplies for mathematics were provided to support instruction during the regular school year and extended learning opportunities.

2.3 This action was fully implemented. The district fully utilized its allocation, and each school site fully implemented its allocated funds.

2.4 This action was fully implemented. CUSD has made progress in supporting supplemental Mathematics professional development to strengthen staff understanding of standards-aligned instruction, accountability measures, and strategies that improve outcomes for unduplicated pupils. Successes include flexible training options through consultants, conferences, internal professional learning, and substitute coverage. A continuing challenge is ensuring the availability of substitutes so staff can fully participate in these opportunities.

2.5 This action was fully implemented. CUSD reorganized the instructional day and aligned daily instructional minutes within master schedules to provide additional focused supplemental mathematics instruction across grades 1–6.

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.

2.1 The budgeted expenditure fully met the action, as educators were hired for the extra period at CHS and the extended learning activity.

2.2 The action was fully implemented for the current school year. Supplemental instructional materials and supplies for mathematics were provided to support math instruction during both the regular school year and extended learning opportunities.

2.3 This action was fully implemented. The district fully utilized its allocation, and each school site fully implemented its allocated funds.

2.4 The action was implemented for the current school year, with professional development activities offered in an in-person setting.

2.5 The action was implemented for the current school year with LCAP funding as planned. Training continued with the Imperial County Office of Education to provide tools for developing mathematical lessons, assessments, and interventions. Additionally, teachers in grades 3–12 participated in an in-person session focused on developing pacing guides, assessments, and identifying SBAC interim assessments, which were implemented during the school year.

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

CHALLENGES

While significant progress was made in English Language Arts, the 2025 California School Dashboard data highlights critical areas for improvement in mathematics, particularly across multiple school sites and student groups within Calipatria Unified School District.

At Calipatria High School, overall student performance declined, shifting the mathematics indicator from orange to red. This decline was reflected across all key student groups, including all students, socioeconomically disadvantaged students, and Hispanic students.

The number of students scoring at the “Standard Met” or “Standard Exceeded” levels also decreased, underscoring the need to reassess current high school mathematics instructional strategies and supports.

A similar pattern of decline was observed at Fremont Primary School, where the school dropped from a yellow to an orange rating in mathematics performance. The decrease affected all students, socioeconomically disadvantaged students, and Hispanic students.

Fremont experienced a notable decline in the number of students achieving proficiency or exceeding expectations in mathematics, indicating a need for stronger foundational support and earlier interventions.

In addition, the Grace Smith campus experienced a decline in the number of students scoring at the “Standard Met” or “Standard Exceeded” levels. This trend was particularly noticeable among socioeconomically disadvantaged students and Hispanic students, continuing the districtwide pattern of concern.

These cumulative findings point to a broader systemic challenge in mathematics achievement across the district. The data emphasize the urgent need for enhanced, evidence-based instructional practices; increased access to targeted mathematics interventions; professional development in mathematics pedagogy; and a more data-informed approach to supporting historically underserved student populations.

This performance decline signals a need for immediate attention and also presents an opportunity for strategic planning through the LCAP. By addressing identified gaps and realigning supports, the district can strengthen mathematics outcomes for all students.

SUCCESSES

In contrast to the districtwide challenges in mathematics, Bill E. Young Middle School stands out as a success story, according to the 2025 California School Dashboard data. BYMS demonstrated significant improvement in the number of students scoring at the “Standard Met” or “Standard Exceeded” levels in mathematics. As a result, the school’s overall performance indicator improved from 77.5 points below standard to 66.8 points below standard.

This positive trajectory was also evident among socioeconomically disadvantaged students, who improved from 84.4 points below standard in 2024 to 71.5 points below standard in 2025. This improvement highlights effective support systems and targeted interventions that are making a measurable difference.

Additionally, students with disabilities at BYMS showed encouraging progress, improving from 151.1 points below standard in 2024 to 149.8 points below standard in 2025. The Hispanic student population at BYMS also saw a notable gain, moving from red to yellow in mathematics

achievement. The long-term English learner subgroup also demonstrated positive growth, improving from 142.2 points below standard in 2024 to 135 points below standard in 2025.

These improvements reflect the school's commitment to academic growth and equity and also serve as a valuable blueprint for the district. The success at BYMS has sparked important conversations across campuses as the district works to analyze and replicate the systems, practices, and instructional strategies that contributed to this progress. These efforts can support other school sites in developing similarly effective approaches to raise student achievement in mathematics.

Staffing positions identified in this goal were effective in maintaining support for student progress. Smaller class size support (2.1) and intervention resources (2.5) were recognized by site teams as contributing significantly to student growth. The first year of instructional minute alignment (2.5) was well-received and provided additional instructional time in mathematics. An increase in materials and supplies (2.2) was also provided to enhance classroom instruction. Support for professional development in mathematics (2.3 and 2.4) continued throughout the school year; however, not all LCAP funding was necessary, as training was delivered in both in-person and virtual formats.

GOAL 2: MEASURABLE GROWTH AND ITS EFFECTIVENESS

The effectiveness of Goal 2 was demonstrated through measurable academic gains, as reflected in the 2025 California School Dashboard. School-wide performance in Mathematics improved significantly, with Calipatria Unified School District maintaining the yellow indicator and BYMS moving from red to yellow. This positive shift was evident not only across the general student population but also within key student groups. This consistent growth signals the success of targeted interventions and increased support structures implemented throughout the year.

More specifically, student subgroups, including socioeconomically disadvantaged students and Hispanic students, also showed improved performance, further validating the reach and equity of our instructional practices. These outcomes reflect the district-wide focus on high-impact strategies, including intensive reading intervention, access to technology, and instructional coaching.

Goal 2 actions support standards-based instruction and access to grade-level content. Smaller class size support, resource teachers, intervention programs, instructional materials, supplies, technology, and coaching all create the conditions needed for teachers to deliver instruction aligned to California standards.

Pupil Achievement, Dashboard data showed notable improvement from 2024 to 2025. The district successfully supported the academic needs of English Learners in Mathematics through evidence-based supports and consistent instructional scaffolding. In Mathematics, the all-student population improved from 69.3 points below standard in 2024 to 68.4 points below standard in 2025. Special Education students districtwide improved from 74.2 points below standard in 2024 to 71.3 points below standard in 2025. English Learners districtwide also improved, moving from 92.1 points below standard in 2024 to 89.1 in 2025.

While we celebrate the gains made across these student populations, we also recognize the need to develop more targeted strategies to ensure Long-Term English Learners are fully supported in achieving language and literacy proficiency.

Overall, the growth shown in the Dashboard indicators affirms the strength of the district's implementation under Goal 2 and, more importantly, provides a clear direction for the work that lies ahead.

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.

No changes were made to Goal 2.

All other actions under Goal 2 will remain unchanged, as the district continues to anticipate that these areas are essential for achieving the goal outcomes.

LCAP resources outlined for Goal 2 will be utilized as planned.

The metrics for Goal 2 will remain the same. However, a review is scheduled for November 2026 to assess whether adjustments are needed based on updated 2026 state metrics and local data reporting.

At this time, the desired outcomes for Goal 2 will also remain unchanged to maintain support for student achievement in Mathematics.

While Goal 2 and its associated actions will remain unchanged for the upcoming cycle, our analysis of the 2025 California School Dashboard—particularly in mathematics—has highlighted the need for ongoing dialogue and instructional refinement. Given the contrast in performance trends across school sites, with some campuses, like BYMS, demonstrating growth and others experiencing declines, we recognize that the implementation of Goal 2 must be strengthened through ongoing collaboration. We will maintain cross-campus conversations focused on identifying and modifying the instructional behaviors, strategies, and levels of intensity used to execute the actions under Goal 2. Our aim is to ensure that each site not only implements the actions with fidelity but does so in a way that maximizes effectiveness and student impact. By reflecting on site-specific successes and challenges, we will enhance our instructional practices, align supports more strategically, and foster consistency in our pursuit of academic improvement in mathematics and beyond.

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	Certificated Teaching Staff to support	CUSD will provide additional staffing to support Mathematics achievement including extra period assignments, class size reduction strategies, and extended learning opportunities.	$299,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Mathematics instruction			
2.2	Mathematics Supplemental Instructional Materials and Supplies	CUSD will provide additional supplemental Mathematics instructional materials and supplies to support mathematics instruction during the regular school year and extended learning opportunities.	$32,900.00	Yes
2.3	Certificated Resource Teachers	CUSD will increase instructional support services for Mathematics intervention by adding two resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont Primary School and Bill Young Jr. Middle School.	$0.00	Yes
2.4	Mathematics Professional Development - Travel and Conferences and/or Consulting Fees	CUSD will retain professional development, travel, and conference or consulting services to support supplemental Mathematics professional development to increase certificated and classified staff understanding of standards-aligned instruction, state Mathematics accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School. Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference, or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.	$11,190.00	Yes
2.5	Supplemental Mathematics Staffing	CUSD will reorganize the instructional day and capture and align the excessive instructional minutes within the master schedules to provide additional focused supplemental mathematics instruction across Grades 1-	$254,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. The additional time will allow students to engage in supplemental math activities, including direct instruction and individualized instruction with the use of mathematics intervention programs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Calipatria Unified School District will annually increase student achievement for English Language Learners as evidenced by student performance on state and local measures.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Calipatria Unified School District is steadfast in its commitment to improving outcomes for English Language Learners. We aim to help them gain English fluency and meet grade-level standards in English Language Arts, Mathematics, and English Language Development. We also aim to enhance their college and career readiness. English Language Arts, Mathematics, and English Language Development standards, in addition to improving college and career readiness outcomes. English language learners comprise 32.4% of the student population, as the 2024 CALPADS report reported. The English Learner Progress Indicator (ELPI) identifies the English language performance of English learners in the Summative English Language Proficiency Assessments for California (ELPAC). As per the 2023 English Learner Progress Indicator (ELPI):

Out of these 336 English learners:
– 45.3% of English learners progressed at least 1 English Learner Progress Indicator level
– 5% of English learners maintained English Learner Progress Indicator level 4
– 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined)
– 20.1% of English learners decreased at least 1 English Learner Progress Indicator level

Each Domain Level is identified as beginning, moderate, and developed. The following information shows the performance of all 302 English learners performed under each domain.

Listening Domain
- Beginning to Develop Level 18.86 %
- Somewhat/Moderate Level 62.87%
- Well Developed Level 18.26%

Speaking Domain
- Beginning to Develop Level 17.96 %

- Somewhat/Moderate Level 36.23%
- Well Developed Level 45.81%

Reading Domain
- Beginning to Develop Level 40.42%
- Somewhat/Moderate Level 44.61%
- Well Developed Level 14.97%

Writing Domain
- Beginning to Develop Level 21.56 %
- Somewhat/Moderate Level 67.07%
- Well Developed Level 11.38%

While anticipating struggling with learning loss outcomes, Calipatria USD is committed to improving support for unduplicated students. The district firmly believes that with the right strategies and support, significant improvements in learning outcomes are not only possible but also within reach. CUSD's broad goal for English learners is to increase individual progress on English fluency and student achievement on state accountability measures and district benchmarks. The district recognizes that the achievement of English learners requires additional support through extended learning time, smaller classroom learning environments, and effective differentiated instructional strategies to increase access for English learners to the core. Supplemental instructional supports are essential to closing the achievement gap and improving overall California School Dashboard outcomes in ELA and Mathematics. Staff providing instructional services to English Learners need increased training on student engagement, technology resources, and assessment standards to improve the language acquisition program and the overall learning environment for English Learners. CUSD recognizes the shift in the frameworks and standards for English Language Development (ELD) and needs to ensure the instructional staff providing Integrated and Designated ELD develop a strong understanding of how to align their courses to the shift and ensure adequate instructional supports and strategies to engage English Learners throughout the school day. Calipatria USD will propose to address Priority 2 Implementation of State Standards, Priority 4 Pupil Achievement, Priority 7 Course Access, and Priority 8 Other Pupil Outcomes with actions for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A. California School Dashboard Performance Level in English Language Arts for English Learners	A. Fall 2023 California School Dashboard Performance Levels for English Learners English Language Arts	A. Fall 2024 California School Dashboard Performance Levels for English Learners	A. Fall 2025 California School Dashboard Performance Levels for English Learners	A. CUSD will achieve no less than a Yellow performance for English Language	A. Fall 2025 California School Dashboard Performance Levels for English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CUSD will achieve no less than a Yellow performance for English Language Learners in English Language Arts and English Language Arts. In lieu, see Metric C outcomes: English Learner fluency progress Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low	-CUSD, Red -Bill Young, Red -Calipatria High, No Performance Color -Fremont, Red -Grace Smith, No Performance Color Mathematics -CUSD, Orange -Bill Young, Orange -Calipatria High, No Performance Color -Fremont, Yellow -Grace Smith, No Performance Color	English Language Arts -CUSD, Yellow -Bill Young,Yellow -Calipatria High, No Performance Color -Fremont, Yellow -Grace Smith, No Performance Color Mathematics -CUSD, Yellow -Bill Young, Orange -Calipatria High, No Performance Color -Fremont, Orange -Grace Smith, No Performance Color	English Language Arts -CUSD, Yellow -Bill Young,Yellow -Calipatria High, No Performance Color -Fremont, Orange -Grace Smith, No Performance Color Mathematics -CUSD, Yellow -Bill Young, Yellow -Calipatria High, No Performance Color -Fremont, Orange -Grace Smith, No Performance Color	Learners in ELA and Math.	English Language Arts -CUSD, MET - from red to yellow -Bill Young, MET - from red to yellow -Calipatria High, No Performance Color -Fremont, NOT MET - from red to orange -Grace Smith, No Performance Color Mathematics -CUSD, MET - from orange to yellow -Bill Young, MET - from orange to yellow -Calipatria High, No Performance Color -Fremont, NOT MET - from yellow to orange -Grace Smith, No Performance Color
3.2	B. California School Dashboard Average	B. Fall 2023 California School Dashboard Average Distance From	B. Fall 2024 California School Dashboard	B. Fall 2025 California School Dashboard	B. CUSD will have attained a positive growth in distance	B. Fall 2025 California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard for English Learners CUSD will annually improve the average distance from standard across all schools for English Language Learners in ELA and Math. In lieu, see Metric C outcomes: English Learner fluency progress	Standard for English Learners English Language Arts -CUSD, -76.8 -Bill Young, -86 -Calipatria High, -39 -Fremont, -72.3 -Grace Smith, No Performance Color Mathematics -CUSD, -100 -Bill Young, -112.6 -Calipatria High, -122.9 -Fremont, -47 -Grace Smith, No Performance Color	Average Distance From Standard for English Learners English Language Arts -CUSD, -64.9 -Bill Young, -68.8 -Calipatria High, -59.2 -Fremont, -62.9 -Grace Smith, No Performance Color Mathematics -CUSD, -92.1 -Bill Young, -101 -Calipatria High, -133.9 -Fremont, -47.9 -Grace Smith, No Performance Color	Average Distance From Standard for English Learners English Language Arts -CUSD, -50.9 -Bill Young, -45 -Calipatria High, -51.9 -Fremont, -64.6 -Grace Smith, No Performance Color Mathematics -CUSD, -89.1 -Bill Young, -88.8 -Calipatria High, -176.5 -Fremont, -45.5 -Grace Smith, No Performance Color	from standard across all schools for English Language Learners in ELA and Math.	Average Distance From Standard for English Learners English Language Arts -CUSD, MET - from -76.8 to -50.9 -Bill Young, MET - from -86 to -45 -Calipatria High, Not MET - from -39 to -51.9 -Fremont, MET from -72.3 to -64.6 -Grace Smith, No Performance Color Mathematics -CUSD, MET - from -100.1to -89.1 -Bill Young, MET - from -112.6 to -88.8 -Calipatria High, NOT MET - from -122.9 to -176.5 -Fremont, -MET from -47 to -45.5 -Grace Smith, No Performance Color
3.3	C. California School Dashboard English	C. Fall 2023 California School Dashboard	C. Fall 2024 California School	C. Fall 2025 California School	C. 100% of all CUSD	C. Fall 2025 California School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner Progress CUSD and each school site will annually increase number of students scoring in green and blue levels on the percentage of English Language Learners making progress towards English Language Proficiency. CUSD will annually improve the percentage of English Language Learners meeting Proficient Level 4 performance on the Summative ELPAC.	English Learner Progress -CUSD, 50%, Orange -Bill Young, 66.7%, Blue -Calipatria High, 28.8%, Red -Fremont, 48.2, Green -Grace Smith, No Performance Color	Dashboard English Learner Progress -CUSD, 38.8%, Red -Bill Young, 49.4%, Orange -Calipatria High, 19.4%, Red -Fremont, 44%, Orange -Grace Smith, No Performance Color	Dashboard English Learner Progress -CUSD, 51.5%, Green -Bill Young, 72%, Blue -Calipatria High, 41.6%, Yellow -Fremont, 47.9%, Green -Grace Smith, No Performance Color	schools will have met High or Very High progess.	Dashboard English Learner Progress -CUSD, MET from orange to green -Bill Young, MET from blue to blue -Calipatria High, NOT MET from red to yellow -Fremont, NOT MET from green to orange -Grace Smith, No Performance Color
3.4	D. CUSD Local Data Long Term English Learners (LTEL) Reclassification CUSD will increase the percentage of students meeting fluency and exiting the English Learner program as evidenced	D. CUSD Local Data LTEL (6+ years) 2023-2024 -Ellevation 41% 2023-2024 Data Quest 39.8%	D. CUSD Local Data LTEL (6+ years) 2024-2025 - Ellevation 38% 2024-2025 Data Quest 27%	D. CUSD Local Data LTEL (6+ years) Data will be available July 2026 2025-2026-36.52%	D. CUSD will have improved LTEL percentage to 15%.	D. CUSD Local Data LTEL (6+ years) Data will be available July 2026 2025-2026- from 41% to 36.52% MET

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the decrease in percentage of LTEL students. Data Quest					
3.5	E. CUSD Local Data CALPADS Fall 1 Redesignated FEP (RFEP) Counts CUSD will increase the percentage of RFEP students reported in CALPADS Fall 1.	E. 2023-2024 Fall 1-CALPADS 2.9 English Language Acquisition Status Report RFEP 42.43%	E. 2024-2025 Fall 1-CALPADS 2.9 English Language Acquisition Status Report RFEP 46.12%	E. 2025-2026 Fall 1-CALPADS 2.9 English Language Acquisition Status Report RFEP 50.17%	E. CUSD will attain 15% of students identified for RFEP designation.	E. 2024-2025 Fall 1-CALPADS 2.9 English Language Acquisition Status Report RFEP 50.17% Met

Goal Analysis [2025-26]

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

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

IMPLEMENTATION OF ACTIONS 3.1–3.6

All six actions were implemented during the 2025–2026 school year. Professional development activities were delivered both virtually and in person throughout the year, which reduced the need for travel and conference expenses.

3.1 This action was fully implemented. CUSD provided one additional period and one extended learning support position at BYMS. Extended learning support was also introduced at Fremont and CHS. There were no challenges in recruiting or retaining staff for these positions.

3.2 This action was fully implemented. CUSD successfully recruited and retained paraprofessional instructional aides to provide small-group instruction and additional services for English Learners.

3.3This action was fully implemented. Despite some ongoing challenges, staff participated comfortably in local in-person and/or virtual professional development opportunities.

3.4 This action was fully implemented. ELD teachers at CHS received training focused on the effective use of supplemental materials to support English Language Development instruction, with an emphasis on improving reading, writing, listening, and speaking skills.

3.5 This action was fully implemented. CUSD provided supplemental materials and supplies to support ELD instruction during both the regular school day and extended learning sessions.

3.6 This action was fully implemented. In-person training occurred; however, this action is measured qualitatively and is not associated with a specific monetary allocation.

2025 CALIFORNIA SCHOOL DASHBOARD: ENGLISH LEARNER INDICATOR AND RELATED OUTCOMES

English Learners made their clearest gains in English language acquisition. The English Learner Progress indicator increased to 51.5%, making progress, representing a 12.8-percentage-point increase. Long-Term English Learners improved even more, reaching 59.4%, making progress an increase of 24.7 percentage points. Summative ELPAC results also show improvement: the percentage of English Learners who progressed at least one ELPI level increased from 35.4% in 2024 to 48.4% in 2025, while the percentage of students who decreased at least one ELPI level dropped from 24.8% to 16.3%. These results suggest that more English Learners are advancing in language proficiency and fewer students are losing ground.

English Learners also made solid academic gains in English Language Arts. They improved by 14.0 points and are now 50.9 points below standard. Although English Learners remain below proficiency, this gain is stronger than the statewide English Learner gain of 7.6 points, showing that local English Learners made better-than-state progress in ELA. Long-Term English Learners also improved substantially in ELA, increasing by 26.7 points, though they remain 71.3 points below standard. These results indicate that instructional supports in reading, writing, and academic language may be helping students move closer to grade-level expectations.

Mathematics remains the greatest area of concern. English Learners improved by only 3.0 points and remain 89.1 points below standard. This gain is much smaller than their ELA improvement and is also below the statewide English Learner math gain of 7.3 points. Long-Term English Learners demonstrated an even greater need in mathematics, declining by 7.9 points and falling to 148.2 points below standard, placing them in the red performance level.

The comparison between Current English Learners and Recently Reclassified English Learners further highlights the achievement gap. In ELA, Current English Learners are 83.4 points below standard, while Recently Reclassified English Learners are 13.1 points above standard. In mathematics, Current English Learners are 109.9 points below standard, while Recently Reclassified English Learners are 47.1 points below standard. This suggests that Current English Learners need stronger academic language and content support, especially in mathematics.

Attendance data show another important improvement. English Learners' chronic absenteeism declined by 12.5 percentage points, dropping to 14.1%. Long-Term English Learners improved even more, with chronic absenteeism declining by 28.6 percentage points to 9.1%. These attendance gains are significant because improved attendance gives students more consistent access to instruction, intervention, language development, and academic support. Stronger attendance may also be contributing to gains in English language progress and ELA performance.

High school outcome data are also positive, though the number of English Learner students included in these measures is small. English Learners reached a 100.0% graduation rate, an increase of 9.5 percentage points, and Long-Term English Learners also reached a 100.0% graduation rate, an increase of 11.1 percentage points. On the College/Career Indicator, English Learners reached 31.6% prepared, an increase of 22.1 percentage points, while Long-Term English Learners reached 33.3% prepared, an increase of 27.8 percentage points. These results show encouraging improvement in postsecondary readiness; however, because the English Learner group included only 19 students and the Long-Term English Learner group included 15 students, the results should be reviewed over multiple years to determine whether the gains are sustained.

Overall, the data indicate that English Learners are making strong progress, especially in language development, ELA, attendance, graduation, and college/career readiness. The district's greatest successes appear to be helping students advance in English proficiency and improving student attendance. However, mathematics remains a clear priority, particularly for Current English Learners and Long-Term English Learners. Continued emphasis on integrated ELD, academic vocabulary, math intervention, language-rich problem-solving, targeted support, and language-based instruction across content areas will be important for sustaining gains and addressing remaining achievement gaps.

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.

3.1 The budgeted expenditure met the needs of the staffing positions. The estimated actual expenditures reflect the staff's salary placement.

3.2 The budgeted expenditure met the needs of the four staffing positions. The estimated actual expenditures reflect the staff's salary placement.

3.3 Budgeted expenditures for travel and conferences were not needed, as the planned EL trainings were conducted via virtual platforms or in person.

3.4 The budgeted expenditures met the needs for the requested training activities. Additional planned expenditures were offset using other district one-time funding to support this action.

3.5 The budgeted expenditures met the materials and supplies requested by the sites. Additional planned expenditures were offset using other district one-time funding to support this action.

3.6 The action was implemented by providing in-person training focused on academic vocabulary and language development, instead of the initially planned videos. (This action does not have a monetary allocation, as it is presented as a percentage and is measured qualitatively.)

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

CHALLENGES

English Learners are showing real progress, but the data reveal several continuing challenges. Achievement remains below standard, especially for Current English Learners and Long-Term English Learners. While English Learners improved in ELA, they are still 50.9 points below standard, and Current English Learners are 83.4 points below standard. The greatest concern is mathematics, where English Learners improved only slightly and remain 89.1 points below standard. Long-Term English Learners declined in mathematics and are now 148.2 points below standard,**, indicating a significant need for additional support.

Language progress is also uneven. Although English Learners made notable gains on the English Learner Progress indicator, nearly half are still not meeting progress expectations, and some students continue to decline in ELPI level. This indicates a need for continued monitoring and targeted interventions for students who are not making progress in English language development.

The data also show a large performance gap between Current English Learners and Recently Reclassified English Learners. This suggests that students who remain classified as English Learners need more intensive academic and language support, particularly in mathematics, academic vocabulary, problem solving, and content-based language development.

College and career readiness improved significantly, but only about one-third of English Learners are identified as prepared. Attendance has also improved, but chronic absenteeism still requires monitoring, especially for students who may belong to multiple high-need groups. Broader district challenges, including high school leadership instability, declining enrollment, and pandemic-related learning loss, may also affect the district’s ability to sustain progress.

Overall, the key challenges are low mathematics performance, persistent achievement gaps, uneven language growth, limited college/career readiness, and the need to maintain improvement despite system-level barriers.
Staffing and support actions in Goal 3 were effective in maintaining services that support student progress, especially for English Learners. Smaller class sizes, added instructional services, classroom materials, and ELD-related professional development helped increase access to the core curriculum. While external conferences and travel remained limited due to virtual formats, staff availability, and substitute shortages, the district addressed professional learning needs through online platforms and in-house training. Districtwide professional development also focused on academic vocabulary and language development for all teachers.

The 2025 California School Dashboard shows positive outcomes for English Learners, confirming that many current supports are having an impact. However, Long-Term English Learners continue to underperform, indicating the need for more targeted support. Moving forward, the district will use collaboration, reflection, and data analysis to identify which practices are effective and where implementation may be inconsistent or incomplete. This includes examining whether challenges stem from gaps in strategy use, lack of fidelity, changing student needs, or limited staff knowledge.

In mathematics, overall student performance remained stable at 68.4 points below standard, with a small 1.0-point gain and continued improvement from 87.1 points below standard in 2022. English Learners showed a gain of 3.0 points. The greatest concerns remain for Long-Term English Learners, who are still far below standard and declined by 7.9. Current English Learners maintained performance. Overall, the data show gradual improvement, but also a clear need for targeted mathematics support for the subgroups with the largest gaps and recent declines.

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.

No changes will be made to the Goal 3 statement or to the actions described in the LCAP. Actions 3.1, 3.3, 3.4, 3.5, and 3.6 will remain unchanged, as the district continues to anticipate that these areas are essential to achieving the intended outcomes of Goal 3. As one-time funds are expended, the LCAP resources identified for Goal 3 will be prioritized accordingly to support continued implementation.

Metric C for Goal 3 will be revised to specifically address progress on the Summative ELPAC, as reported on the California Dashboard. The desired outcome for Metric C has also been amended to align with this revised focus. All other metrics and outcomes will remain unchanged in order to continue supporting student achievement and English language acquisition for English Learners.

The continuation of classified instructional paraprofessionals, as outlined in Action 3.2, will further support the success of students identified as English Learners. The budget for this action will be adjusted to account for annual salary increases.

In addition, ongoing professional development for certificated staff, as described in Action 3.3, will support improvements in the delivery of English language acquisition instruction through both Designated and Integrated English Language Development models. For Actions 3.1 and 3.2, salary increases will also be reflected, as both certificated and classified staff are now included. An additional budget increase will be included to cover necessary materials and supplies, as well as substitute costs if professional development activities are conducted outside of regular contract hours.

As previously stated, no changes will be made to the goals or actions described in this LCAP. However, the focus moving forward will be on strengthening the implementation of these existing actions to ensure they are effective, refined, and consistent across all school sites. The district’s commitment is not only to carry out the actions as written, but also to evaluate and improve the implementation of each action.

Goal 3 actions support standards-based instruction and access to grade-level content. Instructional materials, supplies, and technology all create the conditions needed for teachers to deliver instruction aligned to California standards.

For Goal 3 in particular, the district will take a deeper look at each action’s components, analyzing and refining them to determine the most effective implementation methods. This reflective process will help identify which practices are driving results, where inconsistencies may exist, and what adjustments may be necessary to maximize impact. The intent is to move beyond compliance and toward a model of

continuous improvement, ensuring that each action is not only implemented but strategically applied to produce stronger outcomes for all students, especially English Learners and Long-Term English Learners.

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	Certificated Teaching Staff to support English Language Development.	CUSD will provide additional staffing to support English Language fluency achievement, including expanding course offerings for master schedule flexibility, class size reduction strategies, and extended learning opportunities at Bill Young Jr. Middle School and Calipatria High School. Extended learning will provide 20 hours of instructional services for English Learners, including Long-Term English Learners (LTELs), to supplement the language acquisition program.	$124,916.00	Yes
3.2	Classified paraprofessionals instructional aides for English Learners.	CUSD will provide instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year and summer services to provide small group instruction and intervention services. Instructional aides will support Newcomers and Long-Term English learners and provide additional language acquisition instructional support for English Language Development.	$148,021.00	Yes
3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	CUSD will retain professional development, travel, and conference, or consulting services to support supplemental English Learners professional development to increase certificated and classified staff understanding of standards-aligned instruction, state English Language Proficiency Assessments for California (ELPAC), and English Language Performace Indicator (ELPI) accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School. The goal is to enhance the delivery of the English language acquisition program, increase the acquisition of English, improve standards-aligned instruction, and improve	$13,845.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designated and integrated English Language Development instruction for English learners, including Long Term English Learners (LTELs). Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference, or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.		
3.4	English Learner Supplemental Instructional Materials and Supplies.	CUSD will provide additional supplemental instructional materials and supplies to support English Language Development (ELD) instruction during the regular school year and extended learning opportunities for integrated and designated instructional services as part of the English acquisition program services.	$10,500.00	Yes
3.5	Certificated and Classified for English Learner Collaboration.	Calipatria USD will engage certificated and classified in peer collaboration to address curriculum alignment and learning loss for English Learners, support the increase of student language acquisition, and give English learners, including Long-Term English Learners (LTELs), access to a broad course of study and the language acquisition program in both integrated and designated English Language Development.	$9,837.00	Yes
3.6	Improving Academic Vocabulary and English Learners Professional Development.	CUSD will improve the quality of district-provided professional development and consulting services in academic vocabulary and language instruction by establishing a monthly virtual professional development format for all staff to engage with. The goal is to improve the educational progress of English Language Learners, including Long-Term English Learners (LTELs), on state SBAC and ELPAC outcomes and the acquisition of English fluency. District, site administrators, and resource teachers will collaborate to develop the monthly video series.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Calipatria Unified School District will provide diverse learning opportunities for students to achieve a high school diploma and post-secondary college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to recent district data showing strong graduation outcomes, continued growth in college and career readiness, and the need to further strengthen student engagement, access, and support systems across grade levels.

Calipatria Unified School District's recent California Dashboard and DataQuest data show that students are graduating at a rate above the state average, with an overall graduation rate of 93.8%, compared to the statewide rate of 87.8%. The district also saw meaningful gains in college and career readiness, with 51.3% of students classified as "Prepared," an increase of 8.0 percentage points from the prior year and nearly aligned with the statewide rate. These outcomes demonstrate that the district's current efforts are producing positive results and that many students are successfully completing high school and are prepared for postsecondary options. At the same time, the data show that continued focus is needed to ensure that all student groups have equitable access to rigorous coursework, intervention supports, college and career pathways, and individualized guidance.

The district developed this goal to maintain strong graduation outcomes while expanding opportunities that prepare students for life after high school. This includes increasing student access to A-G coursework, Career Technical Education pathways, dual enrollment, Advanced Placement courses, industry certifications, the Seal of Biliteracy, the Golden State Seal Merit Diploma, and other readiness measures. The goal also supports ongoing monitoring of grades, attendance, credits, and course completion so that students who are off track for graduation can be identified early and provided timely academic interventions, tutoring, credit recovery, summer school, and counseling support.

Although suspension rates decreased from the prior year, the district's overall suspension rate remains above the statewide rate, particularly at the secondary level. For this reason, Goal 4 also supports the district's continued work to improve school climate and student engagement through prevention, early intervention, restorative practices, positive behavior supports, and alternatives to suspension. These efforts are intended to help students remain connected to school, engaged in learning, and on track toward graduation and post-secondary readiness.

Overall, Goal 4 was developed to ensure that the Calipatria Unified School District continues to build on its strengths while addressing areas of need. By aligning academic supports, college- and career-readiness opportunities, counseling, family engagement, course access, and positive school climate efforts, the district seeks to ensure that every student has the opportunity to graduate with a diploma and the skills, knowledge, and preparation needed for college, career, and future success.

Goal 4 addresses Priority 1: Basic Conditions of Learning by ensuring that students have access to the instructional programs, supports, and learning conditions necessary to progress toward graduation and postsecondary readiness. Through ongoing monitoring of student progress, course completion, credits, and intervention needs, the district is working to ensure that students receive the foundational academic support necessary to remain on track for a high school diploma.

Goal 4 addresses Priority 2 — Implementation of State Standards — through the district's focus on expanding access to rigorous, standards-aligned coursework and supports that help students successfully meet grade-level and college/career expectations.

Goal 4 addresses Priority 3: Parental Involvement by strengthening communication with families about graduation requirements, college- and career-readiness expectations, student progress, attendance, and available academic supports. Parent and family engagement is essential to ensuring that students understand their options and receive coordinated support from both school and home. Through counseling, advising, and progress monitoring, families will be better informed and better equipped to support student success.

Goal 4 addresses Priority 4: Pupil Achievement by focusing directly on graduation rates, A-G completion, college and career readiness, Seal of Biliteracy attainment, Golden State Seal Merit Diploma attainment, CTE pathway completion, dual enrollment, AP participation, and other indicators of student achievement. The district's strong graduation rate and improved college and career readiness data demonstrate progress, while the goal provides a structure for continued improvement across all student groups.

Goal 4 addresses Priority 5: Pupil Engagement by emphasizing attendance, credit completion, course progress, interventions, and student connections to meaningful learning opportunities. By identifying students who are off track early and providing timely supports such as tutoring, credit recovery, summer school, counseling, and individualized college and career planning, the district is working to keep students engaged in school and connected to a clear pathway toward graduation and future opportunities.

Goal 4 addresses Priority 6: School Climate by supporting efforts to reduce suspensions and strengthen positive school environments, especially at the middle and high school levels, where suspension activity has been most concentrated. The district will continue to review discipline data, identify patterns, and implement strategies such as restorative practices, conflict resolution, classroom behavior supports, and positive behavior interventions. These efforts are intended to improve student relationships, reduce exclusionary discipline, and create safer, more supportive learning environments.

Goal 4 addresses Priority 7: Course Access by expanding and monitoring student access to a broad range of courses and programs that support graduation and post-secondary readiness. This includes A-G courses, CTE pathways, dual enrollment, AP courses, industry certifications, and other opportunities that help students prepare for college and careers. By increasing access to diverse learning

opportunities, the district is working to ensure that all students, including English Learners, Long-Term English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities, have equitable opportunities to succeed.

Through Goal 4, Calipatria Unified School District is aligning its work to the LCAP state priorities by maintaining strong graduation outcomes, increasing college and career readiness, strengthening family engagement, improving student engagement, reducing suspensions, and expanding access to meaningful academic and career pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A. California School Dashboard Graduation Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. A. CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low	A. Fall 2023 California School Dashboard Graduation Rate Indicator -CUSD - Blue, 96.9% -English Learners- No Performance Color, 100% -Hispanic Blue, 97.8% -Socio Economic Disadvantaged - Blue, 97.6%	A. Fall 2024 California School Dashboard Graduation Rate Indicator -CUSD - Yellow, 91.9% -English Learners- No Performance Color, 90.5% -Hispanic - Yellow, 91.3% -Socio Economic Disadvantaged - Yellow, 90.8%	A. Fall 2025 California School Dashboard Graduation Rate Indicator -CUSD - Green, 93.8% -English Learners- No Performance Color, 100% -Hispanic - Green, 94.1% -Socio Economic Disadvantaged - Green, 92.9%	A. 100% of all CUSD groups, and significant subgroups will have achieved or exceeded Yellow performance level. A. CUSD will demonstrate a 95% or better 4-year Adjusted Graduation rate.	A. Fall 2025 California School Dashboard Graduation Rate Indicator -CUSD - MET from yellow to green. -English Learners- No Performance Color, 90.5% -Hispanic - MET from yellow to green -Socio Economic Disadvantaged - MET from yellow to green
4.2	B. California School Dashboard Chronic	B. Fall 2023 California School Dashboard	B. Fall 2024 California School	B. Fall 2025 California School	B. 100% of all CUSD	B. Fall 2025 California School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low Baseline	Chronic Absenteeism Indicator -CUSD, Orange, 40.9% -English Learners, Red, 47.2% -Hispanic, Orange, 41.3% -Socio Economic Disadvantaged, Orange, 42.8% -Students w/Disabilities, Red, 58.7% -White, Orange, 34.5%	Dashboard Chronic Absenteeism Indicator -CUSD, Yellow, 25.8% -English Learners, Yellow, 26.6% -Hispanic, Yellow, 24.8% -Socio Economic Disadvantaged, Yellow, 27.2% -Students w/Disabilities, Orange, 33% -White, Red, 37.2%	Dashboard Chronic Absenteeism Indicator -CUSD, Yellow, 19% -English Learners, Yellow, 14.8% -Hispanic, Yellow, 17.5% -Socio Economic Disadvantaged, Yellow, 20.2% -Students w/Disabilities, Orange,32.4% -White, Red, 41.5%	groups, and significant subgroups will have achieved or exceeded Yellow performance level. B. 100% of CUSD student groups will achieve 5% on the Chronic Absenteeism Rate	Dashboard Chronic Absenteeism Indicator -CUSD, MET, from orange to yellow -English Learners, MET from red to yellow -Hispanic, MET from orange to yellow -Socio Economic Disadvantaged, MET from yellow to yellow -Students w/Disabilities, NOT MET from orange to orange -White, NOT MET from red to red
4.3	C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups.	C. Fall 2023 California Dashboard Suspension Indicator -CUSD, Orange, 6.7% -English Learners, Red, 7.5%	C. Fall 2024 California Dashboard Suspension Indicator -CUSD, Yellow, 5.6%	C. Fall 2025 California Dashboard Suspension Indicator -CUSD, Yellow, 5.6%	C. 100% of all CUSD groups, and significant subgroups will have achieved or exceeded	C. Fall 2025 California Dashboard Suspension Indicator -CUSD, MET from yellow to yellow

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low Baseline	-Hispanic, Orange, 6.2% -Socio Economic Disadvantaged, Red, 7.3% -Students w/Disabilities, Red, 10.3% -White, Orange, 5.2% -Foster Youth, Orange, 5%	-English Learners, Yellow, 5.7% -Hispanic, Yellow, 4.8% -Socio Economic Disadvantaged, Yellow, 6.1% -Students w/Disabilities, Orange, 0.8% -White, Orange, 7.5% -Foster Youth, No Performace Color, 18.2%	-English Learners, Yellow, 5% -Hispanic, Orange, 4.7% -Socio Economic Disadvantaged, Yellow, 5.2% -Students w/Disabilities, Orange, 9.2% -White, Green, 3.3% -Foster Youth, No Performace Color, 6.3%	Yellow performance level.	-English Learners, MET from red to yellow -Hispanic, NOT MET from yellow to orange -Socio Economic Disadvantaged, MET from yellow to yellow -Students w/Disabilities, NOT MET from orange to orange -White, MET from orange to Green -Foster Youth, No Performace Color, 18.2%
4.4	D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.	D. Fall 2023 California School Dashboard College and Career Indicator -CUSD, Medium, 39.6% -English Learners, No Performance Level, 12.5% -Hispanic, Medium, 40.7%	D. Fall 2024 California School Dashboard College and Career Indicator -CUSD, Medium, 43.2%, Green -English Learners, No Performance Level, 9.5%	D. Fall 2025 California School Dashboard College and Career Indicator -CUSD, Medium, 51.3%, Green -English Learners, No Performance Level,31.6%	D. 100% of all CUSD groups and significant subgroups will have a positive 3-year growth trend in percentage of students prepared on	D. Fall 2024 California School Dashboard College and Career Indicator -CUSD, Medium, 51.3%, Green, prior year 43.2% t Met -English Learners, No Performance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low Baseline	-Socio Economic Disadvantaged, Low, 32.9% -Students w/Disabilities, No Performance Level, 0% -White, No Performance Level, No Data Available	-Hispanic, Green, 43.5% -Socio Economic Disadvantaged, Green, 36.9% -Students w/Disabilities, No Performance Level, 0% -White, No Performance Level, No Data Available	-Hispanic, Green, 52.9% -Socio Economic Disadvantaged, Green, 50% -Students w/Disabilities, Performance Level, No Data Available -White, No Performance Level, No Data Available	the College and Career Indicator.	Level, 31.6%, prior year 9.5% Met -Hispanic, Green, 52.9%, prior year 43.5% Met -Socio Economic Disadvantaged, Green, 50% prior year 36.9%, Met -Students w/Disabilities, No Performance Level, 0% prior year 0% -White, No Performance Level, No Data Available
4.5	E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings.	E. June 2023 Local Indicator Report Basics Misassignment of Total Full-Time Equivalent 62.2 Clear Credentials 89.5% Comparison to Statewide Average, Above	E. June 2024 Local Indicator Report Basics Misassignment of Total Full-Time Equivalent 63.31 Clear Credentials 80.2% Comparison to Statewide Average, Below	E. June 2025 Local Indicator Report Basics Misassignment of Total Full-Time Equivalent 65.01 Clear Credentials 73.4% Comparison to Statewide Average, Below	E. CUSD will have zero number or 0% of findings for Misassignment of Teachers and Instructional Materials. on the Basics Local Indicator.	E. June 2025 Local Indicator Report Basics Misassignment of Total Full-Time Equivalent 65.01 NOT MET Clear Credentials 73.4% NOT MET

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fully Credential Teachers Data	Students without access to their own copies of instructional materials: 0, 0%	Students without access to their own copies of instructional materials: 0, 0%	Students without access to their own copies of instructional materials: 0, 0%		Comparison to Statewide Average, Below Students without access to their own copies of instructional
4.6	F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher.	F. June 2023 College Board Advanced Placement Data CUSD Overall AP, Number of students, Percentage Passing CUSD English Language Composition Number of Students Taking AP Language =15 Number of Students Passing = 46 Percentage Passing = 40% CUSD Spanish Language Number of Students Taking AP Spanish =15 Number of Students Passing = 15 Percentage Passing = 100%	F. June 2024 College Board Advanced Placement Data CUSD Overall AP, Number of students, Percentage Passing CUSD English Language Composition Number of Students Taking AP Language =16 Number of Students Passing = 4 Percentage Passing = 25% CUSD Spanish Language	F. June 2025 College Board Advanced Placement Data CUSD Overall AP, Number of students, Percentage Passing CUSD English Language Composition Number of Students Taking AP Language =17 Number of Students Passing =10 Percentage Passing = 59% CUSD Spanish Language	F.50% of Total Advanced Placement students will have achieved a passing score of 3 or higher.	F. June 2025 College Board Advanced Placement Data CUSD Overall AP, Number of students, Percentage Passing CUSD English Language Composition Number of Students Taking AP Language =17 Number of Students Passing =10 Percentage Passing = 59% MET CUSD Spanish Language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CUSD Statistics Number of Students Taking AP Statistics =22 Number of Students Passing = 0 Percentage Passing = 0% CUSD US History Number of Students Taking AP History =19 Number of Students Passing = 1 Percentage Passing = 5.3% CUSD AP Biology Number of Students Taking AP Biology =7 Number of Students Passing = 0 Percentage Passing = 0%	Number of Students Taking AP Spanish =15 Number of Students Passing = 14 Percentage Passing = 93.3% CUSD Statistics Number of Students Taking AP Statistics =18 Number of Students Passing = 2 Percentage Passing = 11.1% CUSD US History Number of Students Taking AP History =21 Number of Students Passing = 3 Percentage Passing = 14.3% CUSD AP Biology Number of Students Taking AP Biology =11 Number of Students Passing = 3	Number of Students Taking AP Spanish =17 Number of Students Passing = 17 Percentage Passing = 100% CUSD Statistics Number of Students Taking AP Statistics =20 Number of Students Passing = 0 Percentage Passing = 0% CUSD US History Number of Students Taking AP History =19 Number of Students Passing = 8 Percentage Passing = 42% CUSD AP Biology Number of Students Taking AP Biology =12 Number of Students Passing = 0		Number of Students Taking AP Spanish =17 Number of Students Passing = 17 Percentage Passing = 100% MET CUSD Statistics Number of Students Taking AP Statistics =20 Number of Students Passing = 0 Percentage Passing = 0% NOT MET CUSD US History Number of Students Taking AP History =19 Number of Students Passing = 8 Percentage Passing = 42% MET CUSD AP Biology Number of Students Taking AP Biology =12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Percentage Passing = 27.3%	Percentage Passing = 0%		Number of Students Passing = 0 Percentage Passing = 0 %NOT MET
4.7	G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups.	G. CUSD Local Data2023 Advanced Placement (AP) Participation Rates G. CUSD Local Data 2023-2024 AP Participation Rates Grade 12 CUSD 47% of 51 Gr. 12 % of the 51 demographics EL 9.5% RFEP 11.1% SES 57.9% Hispanic 97.0% Males 41.1% Females 58.9%	G. CUSD Local Data 2024 Advanced Placement (AP) Participation Rates G. CUSD Local Data AP Participation Rates Grade 12 CUSD 52.2% of Grade 12 students demographics EL 52.2% RFEP 11.1% SES 24.6% Hispanic 28.1% Males 28.2% Females 30.6%	G. CUSD Local Data 2025 Advanced Placement (AP) Participation Rates G. CUSD Local Data AP Participation Rates Grade 12 CUSD % of Grade 12 students demographics EL 57.9% RFEP 11 % SES 59.9% Hispanic 54% Males 39.6% Females 60.4%	G. CUSD will have a 3% increase across all groups and subgroups participating in Advanced Placement courses.	G. CUSD Local Data 2025 Advanced Placement (AP) Participation Rates G. CUSD Local Data AP Participation Rates Grade 12 CUSD % of Grade 12 students demographics EL from 9.5% to 57.9% met RFEP from 11.1% to 11 % not met SES from 57.9% 59.9% not met Hispanic from 97% to 54% not met Males 41.1% to 39.6% not met Females 58.9% to 60.4% met
4.8	H. CUSD Local Data Course Passing Rates	H. CUSD Local Data 2023 D/F Rate Aeries Analytics CHS-All, English Learners,	H. CUSD Local Data 2024 D/F Rate	H. CUSD Local Data 2025 D/F Rate	H. CUSD will achieve a 5% decrease in the	H. CUSD Local Data 2025 D/F Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(D/F) Aeries Analytics - A/G Readiness 12th Graders Aeries Analitics CUSD will improve the passing rates (D/F) rates of students completing core at CHS to support CCI and UC/CSU course requirements. Percent of Not Ready = D/F - RED Percent Ready = A-C - Green	Socio Economic Disadvantaged,Students with disabilities All Students Not Ready 56.5 %= 39 Students Ready 43.5 % = 30 Students Hispanic Not Ready 56.3% = 36 Students Ready 43.8% = 28 Students Limited English Proficiency Not Ready 71.4% = 10 Students Ready 28.6% = 4 Students Redesignated Not Ready 47.8% = 11 Students Ready 52.2% = 12 Students Socio-Econimic DIsadvantaged Not Ready 63.5% = 33 Students Ready 36.5% = 19 Students	Aeries Analytics CHS-All, English Learners, Socio Economic Disadvantaged,Students with disabilities All Students Not Ready 49.3 %= 37 Students Ready 50.7% = 38 Students Hispanic Not Ready 45.3% = 29 Students Ready 54.7% = 35 Students Limited English Proficiency Not Ready 73.3% = 11 Students Ready 26.7% = 4 Students Redesignated Not Ready 17.4% = 4 Students Ready 82.6% = 19 Students Socio-Econimic DIsadvantaged	Aeries Analytics CHS-All, English Learners, Socio Economic Disadvantaged,Students with disabilities All Students Not Ready 61.9 %= 52 Students Ready 38.1% = 32 Students Hispanic Not Ready 61.7% = 50 Students Ready 54.7% = 35 Students Limited English Proficiency Not Ready 92.3% = 12 Students Ready 7.7% = 1 Students Redesignated Not Ready 41.9% = 13 Students Ready 58.1% = 18Students Socio-Econimic DIsadvantaged	percentage of students earning a D/F across all students and the EL, SES, and SWD subgroups	Aeries Analytics CHS-All, English Learners, Socio Economic Disadvantaged,Students with disabilities All Students Not Ready 61.9 %= 52 Students Ready 38.1% = 32 Students NOT MET Hispanic Not Ready 61.7% = 50 Students Ready 54.7% = 35 Students NOT MET Limited English Proficiency Not Ready 92.3% = 12 Students Ready 7.7% = 1 Students NOT MET Redesignated Not Ready 41.9% = 13 Students Ready 58.1% = 18Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Not Ready 47.4% = 27 Students Ready 52.6% = 30 Students	Not Ready 65.1% = 41 Students Ready 34.9% = 22 Students		MET Socio-Econimic DIsadvantaged Not Ready 65.1% = 41 Students Ready 34.9% = 22 Students MET
4.9	I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs, and across all significant subgroups.	I. CUSD Local Data 2023 Fall 1 Data - CALPADS 1.12 Dropouts Count Disaggregated Bill E. Young Middle School School - 3 students Hispanic - 66.67% White - 33.33% Calipatria High School School - 3 students Hispanic - 66.67% White - 33.33%	I. CUSD Local Data 2024 Fall 1 Data - CALPADS 1.12 Dropouts Count Disaggreated Bill E. Young Middle School School - 1 students Hispanic - 100% White - 0% Calipatria High School School - 0 students Hispanic - 0% White - 0%	I. CUSD Local Data 2025 Fall 1 Data - CALPADS 1.12 Dropouts Count Disaggreated Bill E. Young Middle School School - 1 students Hispanic - 100% White - 0% Calipatria High School School - 0 students Hispanic - 0% White - 0%	I. CUSD will maintain less than 2% annual dropout rate for middle and high school programs, and across all significant subgroups.	I. CUSD Local Data 2025 Fall 1 Data - CALPADS 1.12 Dropouts Count Disaggreated Bill E. Young Middle School School - 1 students Hispanic - from 100% to 100% White - 0% NOT MET Calipatria High School School - from 0 students to 0 students Hispanic - from 0% to 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White - from 0% to 0% MET
4.10	J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students successfully completing UC/CSU course requirements and CTE course pathways	J. CUSD Local Data 2022-2023 Gr 12 CCI UC/CSU and CTE Rates Gr 12 enrollment CTE Completers UC/CSU Completers Both CTE Pathway and UC/CSU course requirement Completers 10, 11.4% (Metric G), and site master schedules and Instructional minutes reporting. CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules. Self Reflection Tool used for this section.	J. CUSD Local Data 2023-2024 Gr 12 CCI UC/CSU and CTE Rates Gr 12 enrollment CTE Completers UC/CSU Completers Both CTE Pathway and UC/CSU course requirement Completers 10, 11.4% (Metric G), and site master schedules and Instructional minutes reporting. CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules.	J. CUSD Local Data 2024-2025 Gr 12 CCI UC/CSU and CTE Rates Gr 12 enrollment CTE Completers UC/CSU Completers Both CTE Pathway and UC/CSU course requirement Completers 50.66% (Metric G), and site master schedules and Instructional minutes reporting. CUSD reports 100% of school sites providing and exceeding state instructional minutes as outlined in master schedules.	J. CUSD will achieve an annual 3% increase in the percentage of Gr 12 students successfully meeting course completion for a. UC/CSU requirements, b. CTE Pathway Completer status, and c. both CTE Pathway and UC/CSU course requirements.	J. CUSD Local Data 2024-2025 Gr 12 CCI UC/CSU and CTE Rates Gr 12 enrollment CTE Completers UC/CSU Completers Both CTE Pathway and UC/CSU course requirement Completers from 11.4% to 50.66% MET (Metric G), and site master schedules and Instructional minutes reporting. MET CUSD reports from 100% to 100% of school sites providing and exceeding state instructional minutes as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Self Reflection Tool used for this section. CALPADS 1.22 Graduates and Completers Count	Self Reflection Tool used for this section. CALPADS 1.22 Graduates and Completers Count		outlined in master schedules. MET Self Reflection Tool used for this section. CALPADS 1.22 Graduates and Completers Count
4.11	K. California School Dashboard Local Indicator Basics: Facilities	K. 2023 California School Dashboard Local Indicator Basics: Facilities Identified incidents of Instances when Facilities Do Not meet the "Good Repair" Grace Smith School Good Bill Young Middle School Good Calipatria High School Good	K. 2024 California School Dashboard Local Indicator Basics: Facilities Identified incidents of Instances when Facilities Do Not meet the "Good Repair" Fremont Primary Elementary Good Grace Smith School Good Bill Young Middle School Good Calipatria High School Good	K. 2025 California School Dashboard Local Indicator Basics: Facilities Identified incidents of Instances when Facilities Do Not meet the "Good Repair" Fremont Primary Elementary Good Grace Smith School Good Bill Young Middle School Good Calipatria High School Good	K. CUSD will annually maintain a status of MET for Facilities.	K. 2025 California School Dashboard Local Indicator Basics: Facilities Identified incidents of Instances when Facilities Do Not meet the "Good Repair" Fremont Primary Elementary Good prior year Good , MET Grace Smith School Good prior year Good , MET Bill Young Middle School Good prior year Good , MET Calipatria High School Goodprior year Good , MET
4.12	L. California School Dashboard Local Indicator Priority 7 Access to Broad Course	L. California School Dashboard Spring 2023 Local Indicator Priority 7 Access to Broad	L. California School Dashboard Spring 2024 Local Indicator Priority 7	L. California School Dashboard Spring 2025 Local Indicator Priority 7	L. CUSD will have Met Access to Broad Course of Study as reported	L. California School Dashboard Spring 2025 Local Indicator Priority 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of Study CUSD will have Met Access to Broad Course of Study.	Course of Study - Self-Reflection Tool CUSD will establish baseline data as reported in Goal 4 College and Career Indicator (Metric D), CTE completer rates (Metric L), UC/CSU completers (Metric L), Advanced Placement participation rates (Metric G), and site master schedules and instructional minutes reporting. CUSD reports that 100% of school sites are providing and exceeding the state instructional minutes as outlined in their master schedules.	Access to Broad Course of Study - Self Reflection Tool CUSD will establish baseline data as reported in Goal 4 College and Career Indicator (Metric D), CTE completer rates (Metric L), UC/CSU completers (Metric L), Advanced Placement participation rates (Metric G), and site master schedules and instructional minutes reporting. CUSD reports that 100% of school sites are providing and exceeding the state instructional minutes as outlined in their master schedules.	Access to Broad Course of Study - Self Reflection Tool CUSD will establish baseline data as reported in Goal 4 College and Career Indicator (Metric D), CTE completer rates (Metric L), UC/CSU completers (Metric L), Advanced Placement participation rates (Metric G), and site master schedules and instructional minutes reporting. CUSD reports that 100% of school sites are providing and exceeding the state instructional minutes as outlined in their master schedules.	on the Local Indicator Priority 7 Access to Broad Course of Study.	Access to Broad Course of Study - Self Reflection Tool CUSD will establish baseline data as reported in Goal 4 College and Career Indicator (Metric D), CTE completer rates (Metric L), UC/CSU completers (Metric L), Advanced Placement participation rates (Metric G), and site master schedules and instructional minutes reporting. CUSD reports that 100% of school sites are providing and exceeding the state instructional minutes as outlined in their master schedules. MET
4.13	M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the	M. CUSD Local Data 2023 LEA and LCAP Parent Survey Results	M. CUSD Local Data 2024 LEA and LCAP Parent Survey Results	M. CUSD Local Data 2025 LEA and LCAP Parent Survey Results	M. CUSD will have 85% of parents reporting Strongly Agree or Agree	M. CUSD Local Data 2025 LEA and LCAP Parent Survey Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.	Participation 91 responses Percentage of Agreement 44%	Participation 87 responses Percentage of Agreement 74.7%	Participation 53 responses Percentage of Agreement 67.5%	that their child is receiving instruction to meet state standards and CCI readiness as measured on the LEA and LCAP Parent Survey.	Participation 53 responses Percentage of Agreement 67.5% NOT MET
4.14	N. CUSD Local Data Attendance Percent (Chronic Absenteeism versus non Chronic) Aeries Analytics	N. CUSD Local Data Average Daily Attendance 2022-2023 Grace Smith School All Students Non-Chronic 55.1% =38 Students Chronic 44.9= 31 Students Hispanic Non- Chronic 51 % =26 Students Chronic 49%= 25 Students English Learners Non- Chronic 25% =2 Students Chronic 75%= 6 Students Socio-Econimic Disadvantaged	N. CUSD Local Data Average Daily Attendance 2023-2024 Grace Smith School All Students Non-Chronic 87.9 % =51 Students Chronic 12.1%= 7 Students Hispanic Non- Chronic 88.6 % =39 Students Chronic 11.4%= 5 Students English Learners Non- Chronic 93.8 % =15 Students Chronic 6.3%= 1 Students	N. CUSD Local Data Average Daily Attendance 2024-2025 Grace Smith School All Students Non- Chronic 83.9% =52 Students Chronic 16.1%= 10 Students Hispanic Non- Chronic 84.3% =43Students Chronic 15.7%= 8 Students English Learners Non- Chronic 87.5 % =14 Students	N. CUSD Local Data Attendance Percent (Chronic Absenteeism versus non Chronic) Aeries Analytics - will increase non chronic absenteeism by 0.3% across all sites.	N. CUSD Local Data Average Daily Attendance 2024-2025 Grace Smith School All Students Non- Chronic 83.9% =52 Students Chronic 16.1%= 10 Students NOT MET Hispanic Non- Chronic 84.3% =43 Students Chronic 15.7%= 8 Students MET English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Non- Chronic 53.8% = 35 Students Chronic 46.2%= 30 Students Fremont Primary All Students Non- Chronic 59.3 % = 220 Students Chronic 40.7%= 86 Students Hispanic Non- Chronic 75.5 % = 237 Students Chronic 24.5%= 151 Students English Learners Non- Chronic 53.3 % = 65 Students Chronic 46.7%= 57 Students Socio-Econimic Disadvantaged Non- Chronic 57.8% = 189 Students Chronic 42.2%= 138 Students Bill Young Middle School All Students	Socio-Econimic Disadvantaged Non- Chronic 86.5% = 45 Students Chronic 13.5%= 7 Students Fremont Primary All Students Non- Chronic 74.4 % = 250 Students Chronic 25.6%= 86 Students Hispanic Non- Chronic 75.5 % = 237 Students Chronic 24.5%= 77 Students English Learners Non- Chronic 72.2 % = 83 Students Chronic 27.8%= 32 Students Socio-Econimic Disadvantaged Non- Chronic 74.7% = 215 Students Chronic 25.3%= 72 Students	Chronic 12.5%= 2 Students Socio-Econimic Disadvantaged Non- Chronic 88.5% = 46 Students Chronic 11.5%= 6 Students Fremont Primary All Students Non- Chronic 81.8% = 284 Students Chronic 18.2%= 63 Students Hispanic Non- Chronic 81.8% = 269 Students Chronic 18.2%= 60 Students English Learners Non- Chronic 86.7 % = 91 Students Chronic 13.3%= 14Students Socio-Econimic Disadvantaged		Non- Chronic 87.5 % =14 Students Chronic 12.5%= 2 Students MET Socio-Econimic Disadvantaged Non- Chronic 88.5% = 46 Students Chronic 11.5%= 6 Students NOT MET Fremont Primary All Students Non- Chronic 81.8% = 284 Students Chronic 18.2%= 63 Students MET Hispanic Non- Chronic 81.8% = 269 Students Chronic 18.2%= 60 Students MET English Learners Non- Chronic 86.7 % = 91 Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Non- Chronic 63.6% =224 Students Chronic 36.4%= 128 Students Hispanic Non- Chronic 63.5 % = 200 Students Chronic 36.5%= 115 Students English Learners Non- Chronic 52.1 % = 49 Students Chronic 47.9%= 45 Students Socio-Econimic Disadvantaged Non- Chronic 61.9% = 195 Students Chronic 38.1%= 120 Students Calipatria High School All Students Non- Chronic 71.4 % = 255 Students Chronic 28.6%= 102 Students Hispanic Non- Chronic 74.2 % = 239 Students Chronic 25.8%= 83 Students	Bill Young Middle School All Students Non- Chronic 77 % =258 Students Chronic 23%= 77 Students Hispanic Non- Chronic 78.4 % = 239 Students Chronic 21.6%= 66 Students English Learners Non- Chronic 76. % = 73 Students Chronic 24%= 23 Students Socio-Econimic Disadvantaged Non- Chronic 75.3% = 46 Students Chronic 24.7%= 74 Students Calipatria High School All Students Non- Chronic 70.1 % = 235 Students Chronic 29.9%= 100 Students	Non- Chronic 81.3% = 239 Students Chronic 18.7%=55 Students Bill Young Middle School All Students Non- Chronic 84.6 % =270 Students Chronic 15.4%= 49 Students Hispanic Non- Chronic 87.5% = 253 Students Chronic 12.5%= 36 Students English Learners Non- Chronic 90.9% = 60 Students Chronic 9.1%= 6 Students Socio-Econimic Disadvantaged Non- Chronic 84.9% = 237 Students Chronic 15.1%= 42 Students		Chronic 13.3%= 14Students MET Socio-Econimic Disadvantaged Non- Chronic 81.3% = 239 Students Chronic 18.7%=55 Students MET Bill Young Middle School All Students Non- Chronic 84.6 % =270 Students Chronic 15.4%= 49 Students MET Hispanic Non- Chronic 87.5% = 253 Students Chronic 12.5%= 36 Students MET English Learners Non- Chronic 90.9% = 60 Students Chronic 9.1%= 6 Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners Non- Chronic 62.3 % = 48 Students Chronic 37.7%= 29 Students Socio-Econimic Disadvantaged Non- Chronic 67.6% = 188 Students Chronic 32.4%= 90 Students	Hispanic Non- Chronic 71.6 % = 214 Students Chronic 28.4%= 85 Students English Learners Non- Chronic 61.6 % = 45 Students Chronic 38.4%= 28 Students Socio-Econimic Disadvantaged Non- Chronic 69.1% = 186 Students Chronic 30.9%= 83 Students	Calipatria High School All Students Non- Chronic 76.8 % = 262 Students Chronic 23.2%= 79 Students Hispanic Non- Chronic 76.5 % = 238 Students Chronic 23.5%= 73 Students English Learners Non- Chronic 67.9 % = 53 Students Chronic 32.1%= 25 Students Socio-Econimic Disadvantaged Non- Chronic 75.2% = 200 Students Chronic 24.8%= 66 Students		MET Socio-Econimic Disadvantaged Non- Chronic 84.9% = 237 Students Chronic 15.1%= 42 Students MET Calipatria High School All Students Non- Chronic 76.8 % = 262 Students Chronic 23.2%= 79 Students MET Hispanic Non- Chronic 76.5 % = 238 Students Chronic 23.5%= 73 Students MET English Learners Non- Chronic 67.9 % = 53 Students Chronic 32.1%= 25 Students MET Socio-Econimic Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Non- Chronic 75.2% = 200 Students Chronic 24.8%= 66 Students MET

Goal Analysis [2025-26]

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

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

4.1 Action was fully implemented. CUSD hired a counselor. CUSD fully implemented this action by hiring a counselor to provide additional academic, social-emotional, and student support services. A continued challenge will be monitoring students' needs and ensuring that counseling support is accessible, timely, and aligned with attendance, engagement, and wellness goals.

4.2 Action was fully implemented. The position was filled during the regular school day. CUSD fully implemented this action by filling the position during the regular school day, allowing students to receive support within the instructional schedule. An ongoing challenge will be ensuring the position continues to meet student needs while minimizing disruption to classroom instruction.

4.3 Action was fully implemented. Each classified staff member received support to improve student attendance. Each classified staff member received support to improve student attendance, strengthening staff capacity to address attendance concerns. A continued challenge will be maintaining consistent attendance practices across sites and using attendance data to identify students needing additional intervention.

4.4 Action was fully implemented. CUSD offered additional after-school, summer school, and extended learning opportunities for students who were struggling academically. CUSD provided additional after-school, summer school, and extended learning opportunities for students who were struggling academically. A continued challenge will be increasing student participation and ensuring that extended learning opportunities are targeted to the students with the greatest academic needs.

4.5 Action was fully implemented. CUSD increased operations staffing to support district safety needs, extended activities, and supplemental student and parent engagement events. CUSD increased operations staffing to support district safety needs, extended activities, and supplemental student and parent engagement events.
A continued challenge will be balancing staffing needs across safety, events, and extended-day activities while maintaining efficient use of resources.

4.6 Action was fully implemented. CUSD added transportation services to improve home-to-school transportation, educational field trips, and extracurricular activities. CUSD added transportation services to improve access to home-to-school transportation, educational field trips, and extracurricular activities.
Challenge: A continued challenge will be maintaining reliable transportation services and ensuring students have equitable access to academic and enrichment opportunities.

4.7 Action was fully implemented. CUSD provided additional technology staff to offer technical support to all school sites and the district office. Success: CUSD provided additional technology staff to support all school sites and the district office with technology needs. A continued challenge will be responding to technology support requests in a timely manner while also maintaining devices, systems, and instructional technology tools.

4.8 Action was fully implemented. Supplemental materials for small-group instruction were provided. CUSD provided additional technology staff to support all school sites and the district office with technology needs. A continued challenge will be responding to technology support requests in a timely manner while also maintaining devices, systems, and instructional technology tools.

4.9 Action was fully implemented. Technology tools were provided. Technology tools were provided to support instruction, student learning, and access to digital resources.
A continued challenge will be ensuring that staff and students can use the tools effectively and that access to technology continues to support improved student outcomes.

4.10 Action was fully implemented. Supplemental materials and supplies for Universal Access were provided. Supplemental materials and supplies for Universal Access were provided to support differentiated instruction and student learning needs. A continued challenge will be aligning materials to student needs and ensuring they are used to provide meaningful support during Universal Access time.

4.11 Action was fully implemented. CUSD supplied additional materials to support extended learning activities. CUSD supplied additional materials to support extended learning activities for students. A continued challenge will be monitoring the effectiveness of these materials and ensuring they support academic growth during extended learning opportunities.

4.12 Action was fully implemented. Staff participated in conference-related travel, and professional development opportunities were provided through virtual conferences and other online platforms. Staff participated in conference-related travel, virtual conferences, and other online professional development opportunities. A continued challenge will be ensuring that professional learning is implemented in classrooms and connected to district goals for student achievement, engagement, and support.

4.13 Action was fully implemented. CUSD provided support for students who were struggling to meet Physical Education standards.CUSD provided support to students struggling to meet Physical Education standards. A continued challenge will be monitoring student progress and providing targeted support to help students meet grade-level Physical Education expectations.

4.14 Action was fully implemented. Certificated staff were provided to enhance attendance and student engagement. Certificated staff were provided to enhance attendance support and increase student engagement. A continued challenge will be using attendance and engagement data to provide timely intervention and measure the impact of certificated staff support.

4.15 Action was fully implemented. CUSD successfully completed the program's implementation.

4.16 Action was fully implemented. CUSD provided flexibility in the master schedules at Bill Young Jr. Middle School and Calipatria High School. CUSD provided flexibility in the master schedules at Bill Young Jr. Middle School and Calipatria High School to better support student needs. A continued challenge will be ensuring schedule flexibility improves student access to needed courses, interventions, and support services.

4.17 Action was fully implemented. CUSD supported classified staff in providing additional after-school, summer, and extended-day learning opportunities. CUSD supported classified staff in providing additional after-school, summer, and extended-day learning opportunities for students. A continued challenge will be maintaining adequate staffing and ensuring that extended learning programs are focused on improving student academic outcomes.

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

4.1 Action was fully implemented.

4.2 Action was fully implemented.

4.3 Action was fully implemented. Estimated actual expenditures reflect staff salary placement and substitute coverage for staff leaves during the school year.

4.4 Action was fully implemented. The budgeted expenditure addressed the staffing needs for the summer services in June 202.

4.5 Action was fully implemented. The budgeted expenditure met the needs of the four staffing positions. Estimated actuals were based on salary placement.

4.6 Action was fully implemented. The budgeted expenditure met the needs of the four staffing positions. Estimated actuals were based on salary placement.

4.7 Action was fully implemented. The budgeted expenditure met the need for one staffing position. Estimated actuals were based on salary placement.

4.8 Action was fully implemented. Network and Wi-Fi upgrades were initiated. Technology devices were purchased for students and instructional use at all school sites.

4.9 Action was fully implemented. Supplemental materials and resources for small group instruction were acquired. Funding included a mix of LCAP and one-time funds.

4.10 Action was fully implemented. Supplemental materials and resources for universal access were acquired. Funding included a combination of LCAP and one-time funds.

4.11 Action was fully implemented. Budgeted expenditures were supplemented by one-time carryover funds supporting extended learning services. All requested materials and supplies were acquired.

4.12 Action was fully implemented. Planned activities for the year were conducted both virtually and in person.

4.13 Action was fully implemented.

4.14 Action was fully implemented.

4.15 Action was fully implemented. Budgeted expenditures were offset by one-time funds. All requested supplies and materials were purchased.

4.16 Action was fully implemented.

4.17 Action was fully implemented.

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

Action 4.1 – Certified Pupil Personnel Services Counseling Services
This action was effective because it increased student access to supplemental counseling services that directly support student engagement, attendance, graduation progress, and college and career readiness. By providing targeted guidance around advanced coursework, dual enrollment, Career Technical Education pathways, Golden State Diploma requirements, and the Seal of Biliteracy, CUSD can better ensure that students—especially unduplicated pupils and students needing additional support—remain on track for graduation and are prepared for postsecondary opportunities.

Action 4.2 – Certificated Career Technical Education Staff:
This action was effective because expanding CTE-certified staffing strengthens access to career pathways and hands-on instructional programs that prepare students for college, careers, and workforce opportunities. Additional CTE staff support pathway completion, improve College and Career Indicator outcomes, and provide more equitable access for unduplicated pupils, including students with disabilities, to meaningful career-connected learning experiences.

Action 4.3 – Classified Support Staff for Attendance
This action was effective because it provides targeted attendance support through office staff, student recognition, home visits, parent engagement activities, and intervention strategies. These supports help schools identify attendance barriers early, reconnect students and

families to school, and improve key outcomes such as graduation rate, suspension rate, and chronic absenteeism, particularly at Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School.

Action 4.4 – Certificated Extended Learning Staff
This action was effective because it expanded learning time through after-school, summer school, and extended-day opportunities for students who need additional academic support. By prioritizing grade-level standards, credit accrual, and the completion of coursework aligned with College and Career Indicator outcomes, this action helps struggling students access the additional instruction and resources needed to meet academic expectations and remain on track for graduation.

Action 4.5 – Classified Staffing for Safe Schools
This action was effective because it increased access to safe, well-supported school environments through additional operations staff and expanded support for district safety needs, extended-day activities, and student and parent engagement events. By improving access to school facilities and services, this action helps create a safer and more welcoming environment that supports student participation, family involvement, and equitable access for unduplicated pupils across the district.

Action 4.6 – Classified Staffing for Transportation
This action was effective because it reduced transportation barriers that may prevent students from attending school, participating in field trips, engaging in extracurricular activities, or accessing extended learning opportunities. By expanding home-to-school transportation and access to instructional programs during the regular year, summer, and extended day, CUSD supports low-income students, English Learners, students in Special Education, migrant students, reclassified fluent English proficient students, and foster or homeless youth.

Action 4.7 – Classified Staffing for Technology
This action was effective because additional technology staff ensure that students and staff have reliable access to digital tools, networking support, and instructional platforms such as Google-based systems. Timely technology support reduces disruptions to learning, strengthens classroom instruction, and helps ensure that students can fully participate in digital learning opportunities.

Action 4.8 – Supplemental Instructional Materials and Resources for Small Group Intervention
This action was effective because it provides teachers and students with supplemental standards-aligned instructional materials, literacy resources, and digital tools to support small-group intervention. These resources allow staff to provide targeted support in essential skills, offer additional practice, and create enrichment opportunities for unduplicated pupils who may need differentiated instruction to meet academic standards.

Action 4.9 – Technology Tools and Non-Capitalized Equipment
This action was effective because it increased student access to instructional technology and digital learning tools that support high-quality classroom instruction. By upgrading devices and providing supplemental technology resources, CUSD improves the classroom environment, increases student engagement, and expands students' access to online learning, digital resources, and technology-supported instruction.

Action 4.10 – Supplemental Materials and Supplies for Universal Access
This action was effective because it supports high-quality, standards-based instruction across the curriculum by providing supplemental materials, supplies, software, and applications. These resources promote universal access and differentiated instruction, allowing students

with varied learning needs to engage with the core curriculum and receive additional supports that enhance instructional delivery and academic success.

Action 4.11 – Materials and Supplies for Extended Learning
This action was effective because supplemental supplies, snacks, incentives, and recognition materials help increase student participation and engagement in extended-day learning activities. By creating a supportive and motivating learning environment beyond the regular school day, CUSD helps improve student achievement, attendance, and continued participation in academic support opportunities.

Action 4.12 – Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement:
This action was effective because it builds staff capacity to strengthen parent involvement, family engagement, attendance improvement, counseling services, trauma-informed practices, and multi-tiered systems of support. By investing in professional development, training, consultants, substitutes, stipends, and related materials, CUSD ensures that staff are better prepared to meet students' academic, social-emotional, and engagement needs while also improving the quality of programs that support student well-being and family connection.

Action 4.13 – Supplemental Physical Education Instruction and Classified Physical Education Support Staff
This action was effective because it provided individualized and small-group support to students who were struggling to meet Physical Education standards. Targeted PE support helps students improve physical fitness, increase Physical Fitness Test results, meet high school PE requirements, and remain on track to earn a high school diploma.

Action 4.14 – Certificated Staffing to Support Attendance and Student Engagement
This action was effective because it provided certificated staff time to conduct home visits, implement site-based attendance strategies, and support student engagement efforts. Collaboration with the district attendance committee helps align school-site interventions with districtwide goals, while additional staffing hours ensure that each school site has dedicated support to address attendance challenges and improve student connection to school.

Action 4.15 – Enrichment Materials and Supplies
This action is effective because it expands access to enrichment opportunities in music, visual and performing arts, physical education, dance, health, and social-emotional well-being. These materials and supplies help create a more engaging and well-rounded school environment, increasing student interest, participation, and connection to campus while supporting students' overall development.

Action 4.16 – Certificated Staffing for Expanding Course of Study
This action is effective because it provides staffing flexibility in the master schedule at Bill Young Jr. Middle School and Calipatria High School, allowing the district to expand course offerings for English Learners, low-income students, and foster youth. Increased access to course options creates multiple pathways for students to meet College and Career Indicator criteria, complete required coursework, accrue credits, and make annual progress toward promotion and graduation.

Action 4.17 – Classified Extended Learning Staff
This action was effective because classified staff provide essential support for after-school, summer, and extended-day learning opportunities for students who need additional help to meet grade-level standards, earn credits, or complete state accountability requirements. These supports improve access to extended learning programs, help students complete coursework aligned with College and Career Indicator

outcomes, and ensure that unduplicated pupils receive the additional services and resources needed for academic success.

COLLEGE /CAREER READINESS

STRENGTHS

Local college and career readiness improved significantly. In 2025, 51.3% of graduates were identified as prepared, an increase of 8.0 percentage points from the prior year. This places local performance very close to the state rate of 51.7%.

There was also improvement across key reported student groups. Hispanic students reached 52.9% prepared, and socioeconomically disadvantaged students reached 50.0% prepared, both showing strong increases. English learners and long-term English learners also made notable gains.

CHALLENGES

Although the improvement is encouraging, about half of graduates are not yet meeting the prepared" level for college and career readiness. In 2025, 22.5% of graduates were not prepared, and 26.3% were approaching preparedness. This shows a continued need to expand access to college and career pathways, academic supports, career technical education, dual enrollment, work-based learning, and graduation planning.

Our college and career readiness results are moving in the right direction. More than half of graduates are now meeting the prepared level, and the district made stronger gains than the state overall. At the same time, we recognize that too many students are still leaving high school unprepared for college or career opportunities. We will continue to strengthen pathways, counseling, academic support, and career-readiness experiences so that more students graduate with options for their futures.

CHRONIC ABSENTEEISM

STRENGTHS
Chronic absenteeism improved substantially. The local rate declined from 25.8% in 2024 to 19.0% in 2025, a decrease of 6.8 percentage points. This continues a major recovery from the much higher rates seen in 2022 and 2023.

Several student groups showed great improvement. English learners declined to 14.1% chronically absent, Hispanic students declined to 17.5%, and long-term English learners declined to 9.1%. These results show that attendance efforts are having a positive effect on many students.

CHALLENGES

Even with improvement, chronic absenteeism remains above the state rate of 17.1% and the 2019 local rate of 12.2%. Some student groups

continue to experience high absenteeism, including students experiencing homelessness at 57.1%, students with disabilities at 32.4%, African American students at 38.9%, and White students at 41.5%. The White student group also increased by 4.3 percentage points, an area that needs attention.

Attendance has improved, and fewer students are missing significant amounts of school. This is an important sign of progress. However, chronic absenteeism remains a concern, especially for students facing barriers such as housing instability, disability-related needs, or other challenges. We will continue working with families and community partners to identify barriers early, provide support, and help every student attend school consistently.

GRADUATION RATES

STRENGTHS

The graduation rate remains a strong area of performance. In 2025, 93.8% of students graduated, exceeding the state rate of 87.8%. The local rate also increased by 1.9 percentage points from the prior year.

Several reported student groups performed especially well. English learners and long-term English learners both showed 100.0% graduation rates, while Hispanic students graduated at 94.1% and socioeconomically disadvantaged students graduated at 92.9%. These results are above comparable state rates.

CHALLENGES

Although the graduation rate is high, it has not returned to the 2023 level of 96.9%. In 2025, 6.3% of students did not graduate, showing that continued focus is needed on early warning systems, credit recovery, attendance, academic intervention, and individualized graduation planning.

Because some student group results are not displayed due to privacy rules, the district should continue monitoring all students closely to ensure that smaller groups are also receiving the support they need.

Our graduation rate continues to be a strength. Most students are earning a diploma, and our local graduation rate is above the state average. We are especially encouraged by strong outcomes for English learners, long-term English learners, Hispanic students, and socioeconomically disadvantaged students. At the same time, our goal is for every student to graduate. We will continue using early supports, credit recovery, counseling, and family outreach to help students stay on track.”

SUSPENSION RATE

STRENGTHS

The suspension rate improved. In 2025, 5.0% of students were suspended at least once, down from 5.6% in 2024 and 6.7% in 2023. This shows continued progress in reducing suspensions.

Several student groups showed decreases, including African American students, foster youth, English learners, students experiencing homelessness, long-term English learners, socioeconomically disadvantaged students, students with disabilities, and White students. Students experiencing homelessness had a **0.0% suspension rate**, and English learners and White students were in stronger performance levels.

CHALLENGES

The local suspension rate of 5.0% remains higher than the state rate of 2.9%. Some student groups continue to have higher suspension rates, including African American students at 15.4%, students with disabilities at 9.2%, long-term English learners at 7.3%, and socioeconomically disadvantaged students at 5.2%. Hispanic students, the largest reported group, had a suspension rate of **4.7%** and showed no meaningful improvement from the prior year.

These results point to a need for continued work on positive behavior supports, restorative practices, classroom support, staff training, and alternatives to suspension.

Suspensions are decreasing, which shows progress in creating more supportive school environments. However, our suspension rate remains above the state average, and some student groups continue to experience higher rates of exclusionary discipline. We will continue to strengthen positive behavior supports, restorative approaches, and classroom interventions so that students remain connected to school while learning from their mistakes.

Certificated positions outlined in this goal (Actions 4.2, 4.3, 4.4, and 4.16) supported increased course offerings, improved class size ratios, and expanded student access to a broad course of study. Additionally, counseling services (Action 4.1) enhanced students' academic planning capabilities and contributed to improved College and Career Indicator (CCI) outcomes.

Classified staffing played a critical role in supporting the return to in-person instruction and maintaining a safe and responsive learning environment. Positions funded under Actions 4.5, 4.6, 4.7, and 4.9 ensured that students had access to school services beyond the regular school day.

At Bill Young Middle School (Action 4. 13), classified support staff assisted students in staying engaged in daily physical education activities. This support also addressed social-emotional needs through small group interactions designed to promote student connection and wellness.

Technology tools (Action 4. 8) were acquired to enhance the learning environment and increase the availability of student devices, ensuring equitable access to daily instructional activities.

Core science instruction for grades TK–8 was strengthened through the purchase of instructional materials, including supplemental lab kits and leveled readers (Actions 4.4.9 and 4.10). These resources supported small-group learning and engagement with science content.

To extend access to core instruction, supplemental materials were also acquired to support extended-day programming (Action 4.11) and cross-curricular instruction (Action 4.15), thereby enhancing student engagement with grade-level content.

While Action 4. 12 focused on travel and conference opportunities for student and family engagement, participation remained low. Many parents reported barriers, including family obligations, work conflicts, or last-minute changes in availability. Despite outreach efforts, attendance fell short of expectations.

Finally, Action 4. 17 was effectively implemented and remains a key strategy. This action supports classified staffing for extended learning opportunities such as after- school programs, summer school, and academic interventions—targeting students struggling to meet grade-level standards.

We are pleased to share a few essential initiatives being implemented to support our students and families further:

Home Visits to Support Attendance and Engagement (Action 4.14)
As part of our ongoing efforts to enhance student attendance and engagement, we have introduced home visits as a targeted outreach strategy. These visits are designed to address chronic absenteeism, strengthen connections with families, and provide direct support to parents and caregivers. Our goal is to foster stronger school-home relationships and encourage active student participation through personalized engagement.

Flexible Master Schedule to Support Equity and Access (Action 4.16)
At both BYMS and Calipatria High School, we have implemented a more flexible master schedule better to meet the needs of our diverse student population. This includes:

- Expanded course offerings for English learners, low-income students, and foster youth
- Increased access to multiple academic pathways that support both college and career readiness
- Support structures to help students meet annual promotion requirements through credit recovery and targeted coursework

These efforts reflect our commitment to equity, access, and student-centered learning opportunities.

As we reflect on the implementation of the actions outlined under Goal 4, it is clear that many of these efforts have been effective, as evidenced by measurable growth reflected in the California Dashboard. We have observed positive trends and improvements in key indicators, confirming that the implemented strategies are having a meaningful impact. However, alongside these successes, some outcomes were not met—areas where growth has been limited or ineffective. These less successful outcomes serve as critical points of reflection, guiding us in identifying the necessary adjustments to increase the overall rate of effectiveness. We remain committed to analyzing these areas closely and refining our practices to ensure that every action under Goal 4 contributes meaningfully to student success.

Continued Support Through Counseling and Engagement Services
Our counseling team has played a pivotal role in strengthening communication with students and families. Through consistent engagement—whether in person or virtually—we have maintained ongoing conversations about student grades, attendance, and opportunities such as dual enrollment. These efforts have directly supported improved attendance patterns and a stronger sense of partnership with parents. This

implementation has been a success in reinforcing a supportive network that bridges the school-home connection and promotes ongoing student guidance.

Success Through Career Technical Education (CTE)
Students participated in a growing number of CTE programs, and we successfully promoted these pathways as meaningful, real-world opportunities. Through community-based activities, students experienced firsthand how their classroom learning translates to career fields, strengthening their motivation and vision for the future. This represents a significant achievement in enhancing student awareness of career readiness and linking classroom experiences to real-world job opportunities.

Home Visit Implementation and Adaptive Communication
We continued to conduct home visits to address attendance and student well-being. When home visits were not feasible, we adapted by connecting with families through phone calls and Zoom meetings, honoring parent preferences and ensuring communication remained consistent and respectful. This flexible approach to family outreach has been successful in guaranteeing inclusivity and providing consistent support despite logistical challenges.

Extended Learning and Targeted Support
Our extended learning efforts remain strong. We successfully implemented after-school academic support, in-school intervention programs, and supplemental learning opportunities tailored for students at risk of not meeting promotion or credit requirements. The success of these targeted supports is evident in the increased student engagement and access to essential academic help.

Operational and Safety Enhancements
We continue to collaborate with our operations team to maintain safe and secure environments for students and families during school days and after-school events. The addition of transportation staff has also expanded our ability to offer extracurricular activities, summer learning programs, and enrichment opportunities across the district. The success here lies in our expanded ability to host activities and events with confidence in both safety and transportation access.

Instructional Materials and Digital Access
We have successfully identified and implemented Common Core-aligned supplemental resources, particularly in literacy, to support targeted instruction. Teachers now have increased access to high-quality materials and technology tools that allow for more engaging, multimodal instruction. This is especially impactful for English learners and students with disabilities, as it helps them better access and internalize instruction through visual and non-linguistic formats. This success is reflected in improved instructional delivery and more equitable access to learning tools for all students.

Professional Development and Capacity Building

We remain committed to offering professional learning in key areas such as trauma-informed practices and multi-tiered systems of support (MTSS). While distance and staff availability have presented challenges for off-site training, we have addressed this by offering after-hours sessions to ensure staff can participate while balancing professional and personal responsibilities. This has enabled us to maintain consistent professional growth despite logistical constraints, keeping our staff informed and equipped.

Focused Physical Education for Student Success
Our PE departments at the junior high and high school levels have worked to ensure lessons are aligned with state standards and support students in preparing for the Physical Fitness Test and meeting graduation requirements. We have also provided accommodations and modifications to ensure all students can participate meaningfully in PE. This approach has been a success in building inclusive, purposeful instruction that meets both academic and physical education benchmarks.

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.

There will be no changes to the overall structure of Goal 4.

Counseling services (Action 4.1) will be expanded to increase districtwide student support and promote academic achievement.

All other certificated and classified staffing will be adjusted to reflect salary and benefit increases, ensuring continued support for instructional and operational needs.

Supplemental instructional materials (Action 4.9) will be increased to support the expansion of small group services, aligning with the increased staffing dedicated to instructional services identified in the LCAP.

Metrics and outcomes for Goals 4A and 4B were amended to account for limitations in the California School Dashboard reporting system. All other metrics and outcomes will remain unchanged.

For Action 4.12, Calipatria Unified will continue to support:

Staff participation in travel, conferences, and professional development, including local and in-house options.

Training to enhance parent involvement, family engagement, attendance improvement, and social-emotional support strategies.

Pupil Personnel Services (PPS) staff will receive professional learning in college and career awareness, trauma-informed practices, and multi-tiered systems of support (MTSS).

Administrators will be trained in trauma-informed practices, attendance improvement strategies, and student engagement techniques.

Some of these learning opportunities will be conducted virtually, locally, or through invited presenters at the district level. Materials and supplies needed for these sessions will be funded through this action.

Budgeted expenditures for Action 4.12 will also support:

Substitute coverage for participating classified and certificated staff.

Stipends for staff who participate outside of regular contract hours, in alignment with CSEA and CUTA contracts.

Professional development opportunities will be offered both during the regular school day and after contract hours to accommodate various staff schedules and contractual guidelines.

As we continue to review the data and reflect on the implementation of the actions outlined in Goal 4, we do so with a deep sense of commitment to our students, families, and community. We recognize our responsibility not only to analyze outcomes but also to actively reflect on areas where we have encountered setbacks or made mistakes. We are intentionally listening to the voices of those implementing these actions—valuing both quantitative data and anecdotal, lived experiences—so we can refine and strengthen our practices. We welcome feedback and remain open to guidance, particularly from our partners at the Imperial County Office of Education, whose support through Differentiated Assistance continues to shape our growth and development. This collaboration reinforces our conviction that progress is grounded in humility, responsiveness, and a shared purpose. With this mindset, we are identifying clear next steps and innovative approaches that will allow us to more effectively meet the needs of our students and build a stronger, more inclusive learning environment for all.

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	Certificated Pupil Personnel Services (PPS) Counseling Services.	CUSD will provide supplemental counseling services to support student and parent engagement, aiming to increase student graduation rates, improve attendance rates, and ensure students are prepared for College and Career outcomes, including advanced coursework, Dual Enrollment, Career Technical Pathways, and Golden State Diploma and Seal of Biliteracy criteria.	$284,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Certificated Career Technical Education (CTE) Staff.	CUSD will expand CTE program pathways and provide additional CTE-certificated instructional staff to support the completion of the College and Career Indicator and improve its outcomes for unduplicated pupils, including students with disabilities.	$139,945.00	Yes
4.3	Classified Support Staff for Attendance.	CUSD will focus attendance improvement with office support staff to increase student recognition, home visits, parent engagement activities, and targeted interventions to engage unduplicated pupils, including students with disabilities and improve graduation rate, suspension rate, and chronic absenteeism rate at Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School.	$173,979.00	Yes
4.4	Certificated Extended Learning Staff.	CUSD will support certificated staffing to provide additional after-school, summer school, and extended-day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.	$63,450.00	Yes
4.5	Classified Staffing for Safe Schools.	CUSD will increase access to district services and safe schools for student and parents with increased operations staff to support district safety needs, extended day activities, and supplemental student and parent engagement events. Additional staffing expands access to school facilities for student and family services for unduplicated pupils across the district.	$372,814.00	Yes
4.6	Classified Staffing for Transportation	CUSD will provide additional transportation services to increase home-to-school services, educational field trip (s), and extracurricular (leadership/athletics) field trips. This will provide access to district and school-site instructional programs and services during regular, summer, and extended-day learning opportunities for low-income English Learners,	$252,635.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Special Education, Migrant, Reclassified Fluent English Proficient, and Foster/Homeless Youth.		
4.7	Classified Staffing for Technology.	Calipatria Unified will provide additional technology staff to support technology services for students and staff. Technology staff will provide technical support services to support access to technology tools, networking support, and Google platform access.	$125,133.00	Yes
4.8	Supplemental Instructional Materials and Resources Small Group Intervention.	CUSD will acquire supplemental standards-aligned/literacy materials and teacher resources to provide small group intervention, additional practice in essential skills, access to enrichment activities, and digital resources for unduplicated pupils.	$51,000.00	Yes
4.9	Technology Tools and Non Capitalized Equipment.	CUSD will provide additional technology tools for students to access high-quality instruction in the classroom and extended learning opportunities. By upgrading and acquiring technology devices and supplemental technology tools, CUSD will improve the classroom environment.	$67,951.00	Yes
4.10	Supplemental Materials and Supplies for Universal Access.	CUSD will provide additional supplemental materials and supplies to support high-quality instruction and increase access to standards-based instruction across the curriculum for unduplicated students, including students with disabilities. Instructional materials will address universal access and afford differentiated instruction for students. In addition, software programs and applications will be purchased to enhance instructional delivery options so that unduplicated students can access the core and receive additional supplemental services.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.11	Materials and Supplies for Extended Learning.	CUSD will provide supplemental supplies, including snacks, incentives, and recognition, to support extended-day learning activities for unduplicated pupils, which will increase student achievement and engagement with the learning environment.	$50,000.00	Yes
4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	CUSD will support travel, conference, in-house professional development, or local conferences professional development expenses to enhance staff awareness of parent involvement and family engagement, attendance improvement, and social-emotional support strategies. Pupil Personnel Services staff will participate in training to improve counseling and guidance services, including college and career awareness, trauma-informed practices, and multi-tiered support systems. Administrators will train on trauma-informed practices, attendance improvement, and student engagement. Some of these learning experiences will be provided locally as part of a virtual professional development, or we will bring presenters to our district. We will cover materials and supplies under this action. Budgeted expenses for this action will also meet the need for substitutes for classified and certificated staff participating in these learning activities and stipends if activities are after contract hours as specified in CSEA and CUTA contracts. These opportunities will be available during the regular school day and after contract hours. CUSD is dedicated to providing an enriched and engaged learning environment by expanding music, visual and performing arts, physical education and dance, health, and social-emotional well-being into the learning environment and school campus. To ensure the successful implementation of this initiative, we will partner with experienced consultants who will provide professional development and ongoing support. This collaboration will enhance the quality of our programs and contribute to our students' overall well-being.	$47,515.00	Yes
4.13	Supplemental Physical Education Instruction - Classified Physical Education Support	CUSD will provide individualized and small-group supplemental instruction to support students who are struggling to meet Physical Education (PE) standards. The main objective is to increase Physical Fitness Testing results and help students pass high school PE requirements and earn their high school diploma.	$44,518.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Staff.			
4.14	Certificated Staffing to support Attendance and Student Engagement	CUSD will engage certificated staff to conduct home visits and address attendance and student engagement site strategies. Staff will collaborate with the district attendance committee to support district-wide attendance improvement initiatives. Staffing services will provide 40 hours of extra duty support per school site.	$2,852.00	Yes
4.15	Enrichment Materials and Supplies.	CUSD will purchase materials and supplies to provide an enriched and engaged learning environment. These materials and supplies will support expanding music, visual and performing arts, physical education and dance, health, and social and emotional well-being into the learning environment and school campus.	$40,000.00	Yes
4.16	Certificated Staffing for Expanding Course of Study.	CUSD will provide flexibility in the master schedules at Bill Young and Calipatria High School to increase and expand the offerings of courses for English Learners, low-income and foster youth to have multiple pathways to achieve College and Career indicator success and complete annual promotion criteria in coursework and credit accrual.	$519,707.00	Yes
4.17	Classified Extended Learning Staff	CUSD will support classified staffing to provide additional after-school, summer, and extended day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.	$61,408.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Calipatria Unified School District will increase educational partners engagement across district programs and services.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Calipatria Unified School District (CUSD) will focus on district-level support during the 2026–2027 school year to address stakeholder engagement and satisfaction with district programs and services. CUSD continues to receive an overall positive response on satisfaction with student progress and parent involvement, as reported by district survey results. CUSD's State Priority 3 Parent Engagement reflection indicates that educational partners evaluate the district at Full Implementation across the three dimensions. CUSD staff indicate that the district has successfully supported the implementation of standards-based instruction, as reported in Priority 2: Implementation of State Standards. The CUSD Priority 6 climate survey results and the California Healthy Kids Survey are reported. Additional data analysis will occur in Fall 2026, as the results were received in mid-June 2026. CUSD will continue to support student climate and improve pupil suspension and expulsion rates.

Based on the 2025 California School Dashboard Data, the following information was reported:

Bill Young Middle School: 2025 Suspension Rate Summary

In 2025, the overall suspension rate was 6.7%, meaning that 6.7% of students were suspended for at least one day during the school year. Students suspended more than once were counted only once. The Dashboard color for All Students was Green, and the rate declined by 3.7 percentage points, showing improvement in reducing suspensions. This is a positive outcome for school climate and student support.

Checklist of key findings:

All Students: 6.7% suspension rate
Dashboard color: Green
Change from prior year: Declined by 3.7 percentage points
Green student groups: English Learners, Hispanic students, Long-Term English Learners, and Socioeconomically Disadvantaged students
Students with Disabilities: Yellow, 10.9% suspension rate

Area for continued support: Students with Disabilities

Overall, the suspension data shows improvement from the previous year, but suspensions remain an area of focus. The district should continue using positive behavior supports, restorative practices, social-emotional learning, staff training, and early intervention strategies. These actions can help reduce suspensions, address differences among student groups, and keep more students in class and engaged in learning.

Calipatria High School: 2025 Suspension Rate Summary

In 2025, Calipatria High School's overall suspension rate was 8.7%, placing the school in the Orange performance level. This reflected an increase of 1.0 percentage point** from the prior year. The data show that suspensions remain an area needing continued attention, especially for English Learners and Students with Disabilities.

Checklist of subgroup results:

All Students: 8.7%, Orange, increased by 1.0 percentage point
English Learners: Red, 10.2%
Students with Disabilities: Red, 17.9%, the highest reported rate
Hispanic students: Orange, 8.4%
Socioeconomically Disadvantaged students: Orange, 9.8%
Long-Term English Learners: Yellow, 8.1%, declined by 2.3 percentage points
Gray/No Color subgroups due to privacy or no displayed data: African American, Asian, Foster Youth, Homeless, and Two or More Races
White students: Gray, 0.0%

The historical trend shows that Calipatria High School moved from 7.3% in 2019 to 5.9% in 2022, then rose sharply to 10.7% in 2023. The rate declined to 7.7% in 2024, then rose to 8.7% in 2025. Overall, the school improved from the 2023 peak, but the 2025 increase shows that suspensions remain an area needing continued attention.

Fremont Primary: 2025 Suspension Rate Summary

The 2025 California Dashboard data for Fremont Primary shows an overall suspension rate of 0.3% for all students. The rate remained unchanged at 0.0% across 375 students, reflecting a very low suspension rate for the school.

Checklist of key findings:

All Students: 0.3%, maintained, 0.0% change, 375 students
English Learners: Blue, 0.0%, 118 students, no change
Hispanic students: Blue, 0.3%, 352 students, no change
Socioeconomically Disadvantaged students: Blue, 0.3%, 348 students, stable

Students with Disabilities: Yellow, 1.6%, 62 students, maintained with a small reported change of 0.1%

Fremont Primary maintained very low suspension rates among its largest reported student groups. The Students with Disabilities subgroup had the highest suspension rate displayed for the school in 2025, indicating an area for continued attention, even though the rate remained relatively low overall.

Checklist of Gray subgroup results:

African American students: Gray, data not displayed for privacy, 5 students
Filipino students: Gray, data not displayed for privacy, 4 students
Foster Youth: Gray, data not displayed for privacy, 5 students
Two or More Races: Gray, data not displayed for privacy, 2 students
White students: Gray, data not displayed for privacy, 12 students
Homeless students: Gray, 0.0%, 21 students

Fremont Primary's suspension rate has remained very low across the years shown. The rate was 1.8% in 2019, dropped to 0.0% in 2022, and increased slightly to 0.3% in 2023. The school maintained the same 0.3% rate in 2024 and 2025, showing three consecutive years of stability. Overall, the 2025 rate remains substantially lower than the 2019 rate, suggesting sustained progress in keeping suspensions low.

Grace Smith School: 2025 Suspension Rate Summary

In 2025, Grace Smith School's overall suspension rate for All Students was 2.9%, with the Dashboard indicator shown in the orange performance range. This means that 2.9% of students were suspended for at least one day, and the rate increased by 2.9 percentage points for a student group of 70 students.

Checklist of key findings:

All Students: 2.9%, Orange, increased by 2.9 percentage points, 70 students
Hispanic students: 3.6%, Orange, increased by 3.6 percentage points, 55 students
Socioeconomically Disadvantaged students: 2.9%, Orange, increased by 2.9 percentage points, 68 students

Several subgroups were identified as Gray, meaning the Dashboard either did not display performance data due to privacy rules or did not assign a performance color.

American Indian students: Gray, data not displayed for privacy, 1 student
Foster Youth: Gray, data not displayed for privacy, 2 students
Students with Disabilities: Gray, data not displayed for privacy, 2 students
Two or More Races: Gray, data not displayed for privacy, 1 student

English Learners: Gray, 0.0%, 18 students, maintained at 0.0 percentage-point change
White students: Gray, 0.0%, 13 students, maintained at 0.0 percentage-point change

Across the reported years, Grace Smith School's suspension rate was 0.0% in 2019, increased to 1.9% in 2022, rose again to 2.5% in 2023, dropped back to 0.0% in 2024, and then increased to 2.9% in 2025. This pattern shows that suspension rates were not consistent over time. After no reported suspensions in 2019, the rate increased in 2022 and 2023, improved substantially in 2024, and then rose again in 2025 to the highest reported rate in the displayed period.

Districtwide LCAP Goal 5: Educational Partner Engagement

Calipatria Unified School District's broad goal is to increase stakeholder engagement and ensure a unified approach to improving district services for all students, especially English Learners and their families, low-income students, and Foster Youth.

The district wants to continue building on the relationships established through the services in the prior LCAP while increasing opportunities to provide additional services and resources to students and families. The district also needs to continue building staff awareness and engagement strategies to impact student achievement and, more importantly, student engagement.

Goal 5 focus areas:

Increase educational partner engagement across district programs and services
Strengthen services for English Learners and their families
Support low-income students and Foster Youth
Build on relationships established through the prior LCAP
Increase services and resources for students and families
Build staff awareness and engagement strategies
Improve student achievement and student engagement

State Priority 2: Implementation of State Standards

Calipatria Unified School District has created Goal 5 to increase educational partners' engagement across district programs and services. This work supports State Priority 2 by ensuring that academic programs, intervention systems, and school climate practices are aligned to the academic content and performance standards adopted by the State Board.

For Bill Young Middle School, the 2025 Dashboard results show improvement in the suspension rate, particularly among English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students. This improvement supports the district's continued focus on maintaining student access to standards-based instruction by reducing exclusionary discipline and increasing time in class.

Priority 2 connections:

Goal 5 supports the implementation of State Priority 2
Academic programs, interventions, and school climate practices remain aligned to state standards
Bill Young Middle School showed suspension-rate improvement
Improvement was seen among English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students
Reduced exclusionary discipline helps increase time in class
Increased time in class supports access to standards-based instruction

Goal 5 also supports English Learners' access to the Common Core State Standards and English Language Development standards by strengthening communication with families, increasing input from educational partners, and ensuring that programs and services are responsive to students' needs.

The Green performance results for English Learners and Long-Term English Learners show that suspension rates declined for these groups. However, the district must continue to ensure that English Learners remain engaged in instruction, receive integrated and designated ELD supports, and have access to academic language development across content areas. Continued family engagement, staff collaboration, and culturally responsive communication will help English Learners build academic content knowledge and English language proficiency while reducing barriers that may contribute to behavioral referrals or suspensions.

State Priority 3: Parent Involvement and Family Engagement

Goal 5 directly addresses State Priority 3 by increasing engagement with educational partners across district programs and services. Calipatria Unified School District will continue to seek parent input in decision-making at both the district and school-site levels.

Parent engagement opportunities:

LCAP engagement opportunities
School-site meetings
Parent surveys
Advisory committees
English Learner Advisory Structures
IEP team collaboration
Ongoing communication with families

These efforts are especially important at Bill Young Middle School because the 2025 Dashboard suspension data show that, while overall suspension rates declined, certain student groups still require continued attention, especially Students with Disabilities and small subgroups whose data were reported in Gray.

The district will promote parental participation in programs for unduplicated pupils by strengthening outreach to families of English Learners, Socioeconomically Disadvantaged students, Foster Youth, and other high-need students. This includes providing accessible communication,

opportunities for input, and family engagement activities that help parents understand academic expectations, behavior supports, attendance expectations, and available school services.

The district will also promote parental participation in programs for students with exceptional needs by continuing to engage parents through the IEP process, intervention meetings, progress monitoring, and coordinated communication between families, teachers, administrators, and support staff.

Priority family engagement supports:

Outreach to families of English Learners
Outreach to Socioeconomically Disadvantaged Families
Outreach to Foster Youth families
Outreach to other high-need students and families
Accessible communication
Opportunities for parent input
Support with academic expectations
Support with behavior expectations
Support with attendance expectations
Support with understanding available school services
IEP process engagement
Intervention meetings
Progress monitoring
Coordinated communication among families and staff

Because Students with Disabilities were reported in the **Yellow** performance color with a **10.9% suspension rate**, parent partnership remains essential to identifying early supports, improving behavior intervention planning, and reducing disciplinary removals from instruction.

State Priority 6: School Climate

State Priority 6 is addressed through the district's ongoing monitoring of suspension and expulsion rates, as well as local school climate measures. These include feedback from students, parents, and staff regarding safety, belonging, and school connectedness.

The 2025 Dashboard data for Bill Young Middle School show that the overall suspension rate declined to 6.7%, and multiple high-need subgroups were reported in the Green performance color. This indicates that school climate and behavior-support efforts are moving in a positive direction.

Priority 6 indicators:

Suspension rates
Expulsion rates

Local school climate measures
Student feedback
Parent feedback
Staff feedback
Safety
Belonging
School connectedness

However, the Yellow result for Students with Disabilities and the higher rates reported for some Gray subgroups show that the district must continue to address disproportionality, early intervention, and alternatives to exclusionary discipline.

Through Goal 5, Calipatria Unified School District's actions have addressed, and will continue to address, the needs identified in the 2025 Dashboard suspension data by strengthening engagement with educational partners and using feedback to improve school climate. Parent, student, and staff input can help identify why suspensions occur, where students need additional supports, and how the school can improve connectedness, supervision, communication, and restorative responses.

The district should continue to use local discipline data, school climate surveys, parent feedback, and staff input to monitor suspension and expulsion patterns, as well as perceptions of safety and belonging. These actions support a prevention-oriented approach in which students remain connected to school, families are partners in problem-solving, and interventions are provided before behavior results in suspension.

Continued actions:

Use local discipline data
Review suspension patterns
Monitor expulsion data
Use school climate surveys
Collect parent feedback
Collect staff input
Monitor safety and belonging
Strengthen connectedness
Improve supervision
Improve communication
Use restorative responses
Provide interventions before behavior results in suspension

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool CUSD will achieve Met for Priority 3 Parent and Family Engagement.	A. CUSD Local Data Spring 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool Standard Met Building Relationships 4.5 Building Partnerships 4 Seeking Input 4	A. CUSD Local Data Spring 2023-2024 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool Standard Met Building Relationships 4.5 Building Partnerships 4 Seeking Input 4	A. CUSD Local Data Spring 2024-2025 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool Standard Met Building Relationships 4.5 Building Partnerships 4 Seeking Input 4	A. CUSD will achieve 5 across all three parts of the Priority 3 Parent and Family Engagement Reflection Tool. Standard Met Building Relationships 4.5 Building Partnerships 4 Seeking Input 4	CUSD Local Data Spring 2024-2025 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool Standard Met Building Relationships 4.5 Building Partnerships 4 Seeking Input 4
5.2	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey 2022-2023 California Healthy Kids Survey Results The percentage of students that feel very safe at school - School Safety and Cyberbyllying	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey The doistrict did not administered the survey as we did not meet the 75% participation.	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey 2024-2025 California Healthy Kids Survey Results The percentage of students that feel very	B. CUSD will achieve 85% or better across all grade levels in the 2 school climate measures evaluated on the survey.	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey 2024-2025 California Healthy Kids Survey Results The percentage of students that feel very

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 - Female 72% Male 71% Grade 7- 47% Grade 9 - 45% Grade 11 - 78% The percentage of students that report high levels of school connectedness - School Environment, School Connectedness, and Academic Motivation Grade 4 - School Connectedness 71% Academic Motivation 89% Grade 7 School Connectedness 51% Academic Motivation 57% Grade 9 School Connectedness 48%		safe at school - School Safety and Cyberbyllying Grade 4 -77% Grade 7- 47% Grade 9 - 66% Grade 11 - 65% The percentage of students that report high levels of school connectedness - School Environment, School Connectedness, and Academic Motivation Grade 4 - School Connectedness 72% Academic Motivation 88% Grade 7		safe at school - School Safety and Cyberbyllying Grade 4 -from 72% to 77% NOT MET Grade 7- from 47% to 47%NOT MET Grade 9 - from 45% TO 66% NOT MET Grade 11 - 78% to 65% NOT MET The percentage of students that report high levels of school connectedness - School Environment, School Connectedness, and Academic Motivation Grade 4 - School Connectedness from 71% to 72% NOT MET

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Motivation 50% Grade 11 School Connectedness 71% Academic Motivation 63% Grade 11 - 71%		School Connectedness 39% Academic Motivation 54% Grade 9 School Connectedness 57% Academic Motivation 57% Grade 11 School Connectedness 50% Academic Motivation 48%		Academic Motivation from 89% to 88% Grade 7 School Connectedness from 51% to 39% NOT MET Academic Motivation from 57% to 54% NOT MET Grade 9 School Connectedness from 48% to 57% NOT MET Academic Motivation from 50% to 57% NOT MET Grade 11 School Connectedness from 71% to 50% NOT MET Academic Motivation from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						71% to 48% NOT MET
5.3	C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will annually increase staff participation in the Priority 2 survey. CUSD will increase full implementation and sustainability. Rating Scale 1. Exploration and Research Phase 2. Beginning Development 3. Inital Implementation 4. Full Implementation 5. Full Implementation and Sustainability	C. State Academic Standards Reflection Tool Participation 2023-2024 Staff Survey 35 of 66 staff, 53% # of Implementation of State Academic Content Standards meeting - 1. 4 Full Implementation 2. 4 Full Implementation 3. 4 Full Implementation 4. 4 Full Implementation 5. 4 Full Implementation 6. 4 Full Implementation	C. State Academic Standards Reflection Tool Participation 2024-2025 Staff Survey 66 of 66 staff, 100% # of Implementation of State Academic Content Standards meeting - 1. 4 Full Implementation 2. 4 Full Implementation 3. 4 Full Implementation 4. 4 Full Implementation 5. 4 Full Implementation 6. 4 Full Implementation	C. State Academic Standards Reflection Tool Participation 2025-2026 Staff Survey 64 of 64 staff, 100%	C. CUSD will achieve 95% staff participation and achieve full implementation in 3 content standards area under each reflection tool question.	C. State Academic Standards Reflection Tool Participation 2025-2026 Staff Survey 64 of 64 staff, 100% # of Implementation of State Academic Content Standards meeting - 1. 4 Full Implementation, last year 4, MET 2. 4 Full Implementation, last year 4, MET 3. 4 Full Implementation, last year 4, MET 4. 4 Full Implementation, last year 4, MET 5. 4 Full Implementation, last year 4, MET 6. 4 Full Implementation, last year 4, MET

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	D. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually increase parent participation on the LEA and LCAP Parent Survey CUSD will annually increase the percentage of parents reporting Strongly Agree and Agree in each of the nine survey items.	D. CUSD Local Data 2023-2024 LEA and LCAP Parent Survey Results Participation 87 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 66.6% 2. Access to instructional materials and technology 81.6% 3. Engagement opportunities 61.6% 4. Parent Teacher Student Relationship 78.2% 5. School Facilities 78.1% 6. Home to school communication 79.3% 7. Promotes attendance at school 89.7% 8. Seeks parent input	D. CUSD Local Data 2024-2025 LEA and LCAP Parent Survey Results Participation 53 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 67.9% 2. Access to instructional materials and technology 73.6% 3. Engagement opportunities 69.8% 4. Parent Teacher Student Relationship 77.4% 5. School Facilities 77.4%	D. CUSD Local Data 2025-2026 LEA and LCAP Parent Survey Results Participation 101 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 81% 2. Access to instructional materials and technology 86% 3. Engagement opportunities 76% 4. Parent Teacher Student Relationship 86% 5. School Facilities 81% 6. Home to school	D. CUSD will achieve 50% parent participation and 80% or higher satisfaction across each survey item.	D. CUSD Local Data 2025-2026 LEA and LCAP Parent Survey Results Participation 53 responses Satisfaction Percentage 1. Receiving instruction to meet state standards 66.6%, last year 81% met 2. Access to instructional materials and technology 81.6%, last year 86% met 3. Engagement opportunities 61.6%, last year 76% met 4. Parent Teacher Student Relationship

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		74.7% 9. Safe and caring learning environment 75.8%	 6. Home to school communication 66% 7. Promotes attendance at school 77.4% 8. Seeks parent input 58.4% 9. Safe and caring learning environment 81.1%	communication 84% 7. Promotes attendance at school 84% 8. Seeks parent input 83% 9. Safe and caring learning environment 84%		78.2%, last year 86%, met 5. School Facilities 78.1% last year 81%, met 6. Home to school communication 79.3% last year 84% met 7. Promotes attendance to school 89.7%, last year 84% met 8. Seeks parent input 74.7% last year 83% met 9. Safe and caring learning environment 75.8% last year 84% Met
5.5	E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.	E. CUSD Local Data 2023 Suspension Data California Schools Dashboard Percentage Suspended at Least One Day Calipatria USD, 6.9%	E. CUSD Local Data 2024 Suspension Data California Schools Dashboard	E. CUSD Local Data 2025 Suspension Data California Schools Dashboard	E. CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.	E. CUSD Local Data 2024 Suspension Data California Schools Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Blue is Very High Green is High Yellow is Medium Orange is Low Red is Very Low	-African American, Red, 17.9% -English Learners, Red, 7.5% -Socioeconomically Disadvantaged, Red, 7.3% -Students with Disabilities, Red, 10.3% -Foster Youth, Orange, 5% -Hispanic, Orange, 6.2% -White, Orange, 5.2% Calipatria High School -English Learners, Red, 17.1% -Socioeconomically Disadvantaged, Red, 12.3% -Students with Disabilities, Red, 14% -Hispanic, Red, 9.6% Bill E Young Middle School -Students with Disabilities, Red, 18.6%	Percentage Suspended at Least One Day Calipatria USD, 5.6% -African American, Red, 25% -English Learners, Yellow, 5.7% -Socioeconomically Disadvantaged, Yellow, 6.9% -Students with Disabilities, Orange, 9.5% -Foster Youth, No Color -Hispanic, Yellow, 4.8% -White, Orange, 7.5% Calipatria High School -English Learners, Orange, 10.4% -Socioeconomically Disadvantaged, Yellow, 8.7% -Students with Disabilities, Red, 14%	Percentage Suspended at Least One Day Calipatria USD, 5% -African American, No performace color, 15.4% -English Learners, Green, 4.4% -Socioeconomically Disadvantaged, Yellow, 5.2% -Students with Disabilities, Orange, 9.2% -Foster Youth, No Color, 6.2% -Hispanic, Orange, 4.7% -White, Green, 3.3% Calipatria High School -English Learners, Orange, 8.7% -Socioeconomically Disadvantaged, Orange, 9.8%		Percentage Suspended at Least One Day Calipatria USD, 5%, prior year 5.6%. MET -African American, 15.4%, prior year 25% Not Met -English Learners, green 4.4%, prior year 5.7%, Met -Socioeconomically Disadvantaged, Yellow, 5.2%, prior year 6.9% Met -Students with Disabilities, Orange, 9.2%, prior year 9.5%, Met -Foster Youth, 6.2% Not Met -Hispanic, Orange, 4.7%, prior year 4.8% Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Quest 2022-2023 Suspension Data Imperial County, 4.5 %	-Hispanic, Yellow, 6.7% Bill E Young Middle School -English Learners, Orange, 10.3% -Socioeconomically Disadvantaged, Orange, 11.2% -Students with Disabilities, Orange, 13.6% -Hispanic, Yellow, 8.7% Data Quest 2023-2024 Suspension Data Imperial County, 4.5 %	-Students with Disabilities, Orange, 9.8% -Hispanic, Orange, 8.4% Bill E Young Middle School -English Learners, Green,5.4% -Socioeconomically Disadvantaged, Green,6.6% -Students with Disabilities, Yellow, 10.9% -Hispanic, Green, 6.1% Data Quest 2024-2025 Suspension Data Imperial County, 3.2		-White, Green, 3.3%, prior year 7.5% Not Met Calipatria High School -English Learners, Orange, 8.7%, prior year 10.4% Met -Socioeconomically Disadvantaged, Orange, 9.8%, prior year 8.7% Not Met -Students with Disabilities, Orange, 9.8%, prior year 14% Met -Hispanic, Orange, 8.4%, prior year 6.7% Not Met Bill E Young Middle School -English Learners, Green, 5.4%, prior year 10.3 Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						- Socioeconomically Disadvantaged, Green, 6.6%, prior year 11.2% Met -Students with Disabilities, Yellow, 10.9%, prior year 13.6% Met -Hispanic, Green, 6.1% prior year 8.7% Met Data Quest 2024-2025 Suspension Data Imperial County, 3.2 % Met
5.6	F. CUSD Local Data Expulsion Data - Data Quest CUSD will maintain expulsion rates lower than county and state rates.	F. CUSD Local Data 2022-2023 Expulsion Data - Data Quest Expulsion Rates All 0.3% Imperial County All 0.1% State of California All 0.1%	F. CUSD Local Data 2023-2024 Expulsion Data - Data Quest Expulsion Rates All 0.3% Imperial County All 0.1%	F. CUSD Local Data 2024-2025 Expulsion Data - Data Quest Expulsion Rates All 0.3% Imperial County All 0.1%	F. CUSD will maintain expulsion rates lower than county and state rates.	F. CUSD Local Data 2024-2025 Expulsion Data - Data Quest Expulsion Rates All 0.0%, prior year 0.3% Met Imperial County All 0.0%, prior year 0.1% Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			State of California All 0.1%	State of California All 0.1%		State of California All 0.0%, prior year 0.1% Met

Goal Analysis [2025-26]

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

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

Overall, the actions implemented under Goal 5 have been effective in supporting student engagement, parent involvement, school climate, safety, and access to academic and social-emotional supports. The district's efforts have resulted in strengthened family partnerships, expanded student support systems, improved communication, and continued progress in key areas, including reduced suspensions for targeted student groups and declining expulsion rates.

Staffing efforts under Actions 5.1 and 5.4 have supported districtwide attendance campaigns and parent engagement initiatives through dedicated district-level positions. These actions have been effective in maintaining a coordinated approach to improving attendance, strengthening family outreach, and supporting student participation across school sites.

Health and wellness supports have also contributed to progress toward the goal. Through Action 5.5, the district school nurse successfully provided essential health services to students, ensuring access to necessary health supports during the school day. In addition, Action 5.3 provided school psychologist services that increased consultation and support for special education staff, general education staff, and parents. These services have been effective in helping address students' academic, behavioral, and social-emotional needs.

Parent engagement efforts have been strengthened through on-site activities under Action 5.6 and improved home-to-school communication under Action 5.11. These actions have helped foster stronger relationships between families and schools. The effectiveness of these efforts is reflected in Local Indicator results on parent and family engagement, with families reporting feeling informed, valued, and more involved. Parent input continues to be actively sought through School Site Councils, ELAC, and DELAC committees. At the same time, parent involvement remains an area for continued growth, as many families face external barriers such as working multiple jobs or long hours. While these challenges may affect participation, the district continues to explore creative strategies to increase family engagement.

Student travel under Action 5.2 was implemented to expand opportunities for students to participate in college and career exploration, school involvement, and academic intervention activities. This action has effectively increased access to enrichment and engagement opportunities that support student motivation and academic progress.

Actions focused on school climate and safety have also supported progress toward the goal. Through Action 5.8, campus security staff were hired at both Bill Young Jr. Middle School and Calipatria High School, strengthening supervision and contributing to safer learning environments. Action 5.14 provided school climate and safety materials, including upgrades to the district's technology firewall, further enhancing safety for students and staff across the district.

Technology-related actions have been effective in supporting instruction, communication, and access to resources. Action 5.10 improved technology infrastructure and network connectivity, resulting in more consistent and expanded access to instructional technology for students and staff. The district also continued to use platforms to generate reports and improve communication with parents about student interventions, academic progress, and achievement.

Student engagement was further supported through the provision of materials and supplies under Actions 5.7 and 5.13. These resources contributed to academic achievement, school participation, and enrichment opportunities. In addition, districtwide services under Action 5.9 sustained cross-site collaboration, consistent intervention systems, and strengthened parent communication.

Staff travel and conference participation under Action 5.12 remained minimal due to the continued use of virtual platforms. Although this limited in-person professional learning opportunities, available travel and conference participation still supported staff professional growth and improved strategies for student engagement. Professional development efforts have been effective overall; however, the shortage of substitute teachers has occasionally limited the district's ability to release teachers for training.

The district also implemented training focused on student and parent engagement, as well as activities to address suspension and expulsion outcomes. These strategies included restorative practices that promote accountability while remaining aligned with Education Code requirements when suspensions are necessary due to the severity of incidents. Support systems remain in place, including ongoing interventions, counseling services, school psychologist services, parent engagement events, and home visits.

5.1 Action was fully implemented. The district provided centralized service staff to coordinate student and parent engagement activities and deliver professional development to certificated and classified staff. There were no deviations from the planned implementation.

5.2 Action was fully implemented. Student engagement travel activities were carried out accordingly.

5.3 Action was fully implemented.

5.4 Action was fully implemented. Staff supported student and parent engagement through home visits and attendance/assessment assistance, aligning with the action's intended purpose.

5.5 Action was fully implemented.

5.6 Action was fully implemented, with activities aligned with informed practices.

5.7 Action was fully implemented. Materials and supplies were provided as planned to support engagement activities explicitly focused on unduplicated pupils.

5.8 Action was fully implemented. Campus security staff were hired at Bill Young Jr. Middle School and Calipatria High School to support efforts to improve the school climate.

5.9 Action was fully implemented. Planned consulting and operational expenditures were used to strengthen home-school connections and maintain related support contracts.

5.10 Action was fully implemented. Funds supported the development of outdoor learning spaces to facilitate hands-on learning and exploration in response to feedback from educational partners.

5.11 Action was fully implemented. The district maintained ongoing communication with families to support the achievement of unduplicated pupils.

5.12 Action was fully implemented. Staff participated in multiple conferences to enhance programs and services for unduplicated pupils.

5.13Action was fully implemented. The district provided materials and supplies to support engagement strategies, social-emotional interventions, and alternative supports.

5.14Action was fully implemented as planned.

Calipatria Unified School District implemented Goal 5 by continuing to increase engagement with educational partners across district programs and services, with a focus on strengthening relationships with students, families, staff, and community partners. The planned actions emphasized building upon prior LCAP relationships, expanding opportunities for families to access services and resources, and increasing staff awareness of engagement strategies that support student achievement and student engagement. Implementation occurred through ongoing communication, opportunities for parent input, advisory structures, school-site engagement, IEP collaboration, and outreach to families of English Learners, low-income students, Foster Youth, and students with exceptional needs. There were no substantive differences that altered the intent of the planned actions; however, implementation required ongoing attention to consistent participation across all educational partner groups and to making communication accessible and meaningful for families. A key challenge was ensuring that high-need student groups and their families remained actively connected to school supports and decision-making processes. A success was the district's continued efforts to strengthen relationships, gather input, and use feedback from educational partners to guide services, improve engagement, and support a more unified approach to meeting student needs.

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.

5.1 Action was fully implemented. The position was successfully filled.

5.2 Action was fully implemented.

5.3 Action was fully implemented.

5.4 Action was fully implemented. All requested purchases were completed as planned.

5.5 Action was fully implemented. The budgeted expenditure supported one contracted staffing position. District resource staff increased services at three school sites, including parent outreach, targeted attendance interventions, home visits, and assessment support for unduplicated pupils.

5.6 Action was fully implemented. All requested purchases were completed.

5.7 Action was fully implemented. All requested purchases were completed.

5.8 Action was fully implemented. All requested purchases were completed.

5.9 Action was fully implemented. A combination of one-time funding and LCAP funds was used to support this action.

5.10 Action was fully implemented. A combination of one-time funding and LCAP funds was used to support this action.

5.11 Action was fully implemented. All requested purchases were completed.

5.12 Action was fully implemented. Budgeted expenditures were lower than anticipated due to continued use of virtual and in-person professional development supported by one-time and federal carry-over funds.

5.13 Action was fully implemented. All requested purchases were completed.

5.14 Action was fully implemented. All requested purchases were completed. Technology safety was also addressed through upgrades to the district firewall.

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

Across all schools, the 2025 data show that current engagement, behavior-support, and school-climate efforts are effective when suspension rates decline, remain low, or are stable, as we are making progress. Bill Young Middle School demonstrated clear improvement, with an overall suspension rate of 6.7%, a 3.7-percentage-point decline, and Green results for several high-need groups, including English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Fremont Primary also shows effective implementation by maintaining a very low overall suspension rate of 0.3%, with Blue results for major student groups. Calipatria High School improved from its 2023 peak of 10.7% and showed progress for Long-Term English Learners, whose suspension rate declined by 2.3 percentage points. While Grace Smith experienced an overall increase, some groups maintained 0.0% suspension rates, showing that

supports are working for specific student populations. Overall, the data suggest that positive behavior supports, family engagement, early intervention, and efforts to keep students connected to school are contributing to growth and improvement, while continued focus is still needed for student groups with higher suspension rates.
Additional evidence of effective implementation is reflected in staff survey results. The district achieved a 100% participation rate among staff in providing feedback on the implementation of state academic standards, demonstrating broad staff engagement and a shared commitment to continuous improvement.

In summary, the specific actions under Goal 5 have been largely effective in advancing the district's efforts to improve student engagement, family partnerships, school climate, safety, and support systems. Areas of limited effectiveness are primarily connected to factors such as substitute teacher availability, reduced in-person travel opportunities, and variable parent participation. The district will continue to monitor outcomes, evaluate implementation, and refine its strategies to address areas for growth while building on the progress achieved to date

5.1 Centralized Services Staffing

This action has been effective in strengthening districtwide coordination of student and parent engagement activities by providing centralized staffing support, technical assistance, and training for certificated and classified staff. To date, the action has supported progress toward the goal by increasing staff capacity to address student outcomes for unduplicated pupils, including suspension, expulsion, and alternative student support needs.

5.2 Student Travel for Engagement Activities

This action has been effective in expanding access for unduplicated pupils to college- and career-readiness exploration, school involvement, and intervention-related activities. To date, increased student travel has supported progress toward the goal by reducing participation barriers and increasing student engagement in experiences that connect students to school, postsecondary options, and academic support.

5.3 Mental Health, Behavioral, and Academic Intervention Services

This action has been effective in providing targeted mental health, behavioral, and academic intervention services to unduplicated students through group and individual counseling. To date, the additional school psychologist services at Fremont and Grace Smith have supported progress toward the goal by increasing access to timely intervention, improving student support systems, and addressing barriers that impact engagement and achievement.

5.4 Supplemental Staffing for Student and Parent Engagement

This action has been effective in increasing direct services to students and families at three school sites through parent contacts, targeted attendance interventions, home visits, and assessment support. To date, supplemental staffing has supported progress toward the goal by strengthening outreach to unduplicated pupils and families and improving the district's ability to respond to attendance, engagement, and assessment-related needs.

5.5 Nursing and Health-Related Services

This action has been effective in supporting regular school attendance by addressing health-related barriers that may impact student participation and educational progress. To date, nursing consultation, on-site health services, and telehealth supports have contributed to progress toward the goal by increasing access to health-related assistance for students, parents, and families, particularly for unduplicated pupils with unmet health needs.

5.6 Materials and Supplies for Parent Engagement

This action has been effective in supporting parent and family engagement activities across the district and in collaboration with community agencies. To date, the purchase of materials and supplies has supported progress toward the goal by increasing opportunities for families at Calipatria High School, Fremont Primary School, Grace Smith School, and Bill Young Jr. Middle School to participate in school-based engagement activities connected to student success.

5.7 Materials and Supplies for Student Activities

This action has been effective in increasing student engagement by providing materials, incentives, and recognition activities that promote participation and connection to school. To date, the action has supported progress toward the goal by helping unduplicated pupils feel recognized, included, and encouraged to participate in school activities that promote attendance, a sense of belonging, and a positive school climate.

5.8 Professional Consulting Services for School Climate

This action has been effective in increasing staff support and strengthening school climate improvement strategies through professional consulting services and targeted guidance on federal and state requirements. To date, the availability of self-paced consulting services has supported progress toward the goal by allowing staff to engage in flexible, site- and classroom-specific learning designed to improve interventions and outcomes for unduplicated pupils.

5.9 Service, Maintenance, and Communication Systems

This action has been effective in maintaining systems that support academic intervention, progress monitoring, home-to-school communication, and stakeholder engagement. To date, the continued use of Renaissance Place, Ellevation, AERIES Communications/Analytics, and Edlio has supported progress toward the goal by improving the district’s ability to monitor student needs, communicate with families, and provide timely supports for unduplicated pupils.

5.10 Wireless Technology, Learning Environments, and Outdoor Engagement Spaces

This action has been effective in increasing student access to wireless technology resources, enhanced classroom learning tools, flexible seating, and outdoor learning spaces. To date, these improvements have supported progress toward the goal by creating more engaging and accessible learning environments that promote hands-on learning, student participation, and stakeholder satisfaction with district programs and services.

5.11 Additional Home-to-School Communication Support

This action has been effective in strengthening communication between schools, students, and families to support the achievement of unduplicated pupils. To date, the action has supported progress toward the goal by increasing the district's capacity to share timely information, promote family engagement, and connect students and parents with available academic, behavioral, and attendance supports.

5.12 Staff Professional Development, Travel, and Conferences

This action has been effective in increasing access to professional development for certificated and classified staff through in-house training, local opportunities, and regional or state conferences. To date, professional learning supported through this action has contributed to progress toward the goal by strengthening staff capacity to improve programs, services, and interventions for unduplicated pupils addressed in the LCAP.

5.13 Supplemental Materials for School Climate, Engagement, and Intervention

This action has been effective in supporting school climate, pupil engagement, and alternative intervention strategies through supplemental materials and supplies. To date, resources such as sensory rooms, community service restitution programs, positive behavior supports, and flexible seating options have supported progress toward the goal by providing alternatives to exclusionary discipline and increasing responsive supports for unduplicated pupils.

5.14 Safety Materials, Monitoring, and Student Identification Supports

This action has been effective in increasing safety supports across district sites through materials and systems related to ingress and egress, security monitoring, and student identification. To date, these supports have contributed to progress toward the goal by promoting safer campus environments, increasing student engagement on campus, and supporting improved school climate outcomes for unduplicated pupils, including students with disabilities.

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.

There are no changes to Goal 5.
The district will maintain all current actions as it continues to support the achievement of goal outcomes related to the engagement of students, staff, parents, and educational partners.

However, the following targeted adjustments will be made:

Home-to-school communication (Action 5.11) will be enhanced to improve parent engagement and outreach.

As one-time funds are fully expended, LCAP resources will be used to sustain ongoing actions and services detailed under Goal 5.

All other actions will remain unchanged, as they continue to align with district priorities and needs.

For Action 5.2, we provided additional transportation services and supported the acquisition of vehicles to enhance transportation capabilities, thereby increasing student participation in activities.

For Action 5.5, the district hired and will retain the full-time nurse.

For Action 5.12 (Professional Development), a refinement will be made to identify three types of opportunities for certificated and classified staff:

District-based (locally housed) training

Off-site travel and conference participation

Virtual and hybrid formats (as needed)

This action will also fund:

Materials and supplies for training sessions

Substitute salaries for participants attending during contract hours

Stipends for staff attending outside of contract hours, per CSEA and CUTA agreements

All metrics and desired outcomes for Goal 5 will remain unchanged to ensure a consistent focus on engagement and support efforts across all stakeholder groups.

As we continue to review the data and reflect on the implementation of the actions outlined in Goal 5, we do so with a deep sense of commitment to our students, families, and community. We recognize our responsibility not only to analyze outcomes but also to actively reflect on areas where we have encountered setbacks or made mistakes. We are intentionally listening to the voices of those implementing these actions—valuing both quantitative data and anecdotal, lived experiences—so we can refine and strengthen our practices. We welcome feedback and remain open to guidance, particularly from our partners at the Imperial County Office of Education, whose support through Differentiated Assistance continues to shape our growth and development. This collaboration reinforces our conviction that progress is grounded in humility, responsiveness, and a shared purpose. With this mindset, we are identifying clear next steps and innovative approaches that will allow us to more effectively meet the needs of our students and build a stronger, more inclusive learning environment for all.

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	Certificated Centralized Services Administrative Staff.	CUSD will provide centralized services staffing to coordinate student and parent engagement activities and provide staff training, both certificated and classified, to address student outcomes for unduplicated pupils outlined in the LCAP. Staff will provide technical assistance for the site and district-level activities to address suspension and expulsion outcomes and strategies for alternative student support.	$138,083.00	Yes
5.2	Student Engagement Travel	CUSD will increase student travel for engagement activities to increase participation of students in college and career readiness exploration, school involvement, and intervention activities.	$32,000.00	Yes
5.3	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	CUSD will support the mental health, behavioral, and academic intervention services for unduplicated students through targeted group and individual counseling services provided by a Fremont and Grace Smith school psychologist.	$121,380.00	Yes
5.4	Classified Resource Technician Staff.	CUSD will maintain supplemental staffing to support student and parent engagement activities. District resource staff will provide increased services to three school sites, including parent contacts, targeted attendance interventions, home visits, and assessment support for unduplicated pupils.	$33,713.00	Yes
5.5	Contracted Health Services.	CUSD will provide nursing services to promote positive and regular school attendance. The nurse will offer consulting services to students, parents, and families with health-related issues that impact educational progress. CUSD will provide additional health-related services by qualified practitioners, to increase on-site services across the district as well as through district-telehealth contracted services.	$181,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	Parent Engagement Materials and Supplies.	CUSD will purchase materials and supplies to support parent engagement activities across the district and, in collaboration with community agencies, increase parent and family engagement of students at Calipatria High School, Fremont Primary School, Grace Smith School, and Bill Young Jr. Middle School.	$9,000.00	Yes
5.7	Student Engagement Materials and Supplies.	CUSD will purchase materials and supplies to support student activities and increase student engagement, including incentives and recognition, for unduplicated pupils.	$40,000.00	Yes
5.8	Professional Consulting Services	CUSD will add professional consulting services to increase staff support and address school climate improvement strategies. Reinforcement of targeted federal and state laws impacting student outcomes will be vital to improving staff knowledge and reinforcement of interventions for unduplicated pupils. Acquisition of self-paced consulting services for staff will allow flexibility for staff to engage in site—and classroom-specific needs to target improvement for unduplicated students.	$130,000.00	Yes
5.9	Consulting and Operating Expenditures.	CUSD will purchase professional consulting and operating expenditures to support annual service and maintenance contracts to monitor, evaluate, and support academic achievement targets for unduplicated pupils. In addition, yearly service and maintenance contracts to support home-to-school communication will be purchased to increase student, parent, and stakeholder engagement. Renaissance Place for academic intervention, Ellevation, AERIES Communications/Analytics for academic interventions and home-to-school communication, and Edlio for home-to-school communication will be maintained.	$100,000.00	Yes
5.10	Supplemental Equipment	CUSD will increase student access to wireless technology resources, classroom learning environments with enhanced learning tools and seating flexibility, and outdoor engagement and learning spaces to support hands-	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on learning and exploration. The improvements to the learning environment will support stakeholder satisfaction with district services and programs, as addressed in the annual parent survey.		
5.11	Home to School Communication	CUSD will provide additional support for home-to-school communication to support the achievement of unduplicated pupils.	$4,500.00	Yes
5.12	Professional Development Consulting Travel and Conference Fees	CUSD will provide travel and conference in-house professional development or local conferences for staff to participate in local, regional, and state travel to support improving programs and services for unduplicated pupils addressed in the LCAP. Conference and registration fees, hotel accommodations, travel, and meals. CUSD will provide Professional development opportunities in different versions: (1) locally housed at the district level or other local entities and (2) travel and conference. The determination of what is attended will be on availability and choice. These opportunities will be available for certificate and classified staff. For in-house PD sessions, materials, supplies, salaries for substitutes, and a stipend for activities outside contact hours will be included as part of this action.	$5,500.00	Yes
5.13	Engagement Strategies Materials and Supplies	CUSD will purchase supplemental materials and supplies to support strategies to improve school climate, pupil engagement, and alternative supports for intervention and discipline. CUSD will use sensory rooms, community service restitution programs, and positive behavior supports. CUSD will use flexible classroom seating options to support the needs of unduplicated pupils.	$30,000.00	Yes
5.14	School Climate and Safety Supports and Materials.	CUSD will purchase materials and supplies to increase safety supports, including ingress and egress, security monitoring, and student identification, across district sites and programs to increase student engagement on campus and increase outcomes on school climate surveys for unduplicated pupils, including students with disabilities.	$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,807,441.00	$613,935.00

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
39.043%	4.565%	$547,959.76	43.608%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Certificated Teaching Staff to support English Language Arts instruction. **Need:** Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to provide all students with opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator	CUSD will provide additional staffing to support English Language Arts achievement, including extra period assignments, class size reduction strategies, and extended learning opportunities. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	shows the current needs in the area of language arts, as our students scored 50.1 points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. **Scope:** Schoolwide	We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills
1.2	**Action:** English Language Arts Supplemental Instructional Materials and Supplies. **Need:** Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard.	CUSD will provide additional supplemental ELA instructional materials and supplies to support ELA instruction during the regular school year and extended learning opportunities. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	– White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. . **Scope:** LEA-wide	achievement gaps will benefit, however, these actions are provided LEA-wide.	E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills
1.3	**Action:** English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees **Need:** Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. **Scope:** Schoolwide	CUSD will retain professional development and consulting services to support supplemental ELA professional development to increase certificated staff understanding of standards-aligned instruction, state ELA accountability measures and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Fremont, Grace Smith, and Bill Young. To support this action, fees for substitutes will be included as part of this action. Depending on the identified need(s), the action will sometimes implemented by contacting an outside entity to provide professional development, and other professional development will be created using the internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students.	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	
1.4	**Action:** Certificated Resource Teachers. **Need:** Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. **Scope:** Schoolwide	CUSD will increase instructional support services for English Language Arts intervention by adding 2 Resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont and Bill Young Middle School. Qualitative data will determine ELA intervention services and dose. This supplemental instruction will provide opportunities for students with reading difficulties to receive literacy instruction that closely matches their reading gaps and needs as identified in the data. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		achievement gaps will benefit, these actions are provided Schoolwide.	
2.1	**Action:** Certificated Teaching Staff to support Mathematics instruction **Need:** The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard. Our subgroups performed as follows: – English Learners performed 100 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. standard. **Scope:** Schoolwide	CUSD will provide additional staffing to support Mathematics achievement, including extra-period assignments, class size reduction strategies, and extended learning opportunities. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	A. California School Dashboard Mathematics Performance Level B. California School Dashboard points below standard in Mathematics. C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data E. CUSD ESGI Data Spring 2025
2.2	**Action:** Mathematics Supplemental Instructional Materials and Supplies **Need:** The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard.	CUSD will provide additional supplemental Mathematics instructional materials and supplies to support mathematics instruction during the regular school year and extended learning opportunities. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help	A. California School Dashboard Mathematics Performance Level B. California School Dashboard points below standard in Mathematics. C. SBAC Summary of Students scoring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our subgroups performed as follows: – English Learners performed 100 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. standard. **Scope:** LEA-wide	close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	Standard Met or Exceeded -CAASPP Mathematics Portal D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data E. CUSD ESGI Data Spring 2025
2.3	**Action:** Certificated Resource Teachers **Need:** The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard. Our subgroups performed as follows: – English Learners performed 100 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. standard. **Scope:** Schoolwide	CUSD will increase instructional support services for Mathematics intervention by adding two resource teachers to provide targeted pullout services, small group instruction, and reading intervention to students struggling to achieve grade-level standards at Fremont Primary School and Bill Young Jr. Middle School. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	A. California School Dashboard Mathematics Performance Level B. California School Dashboard points below standard in Mathematics. C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data E. CUSD ESGI Data Spring 2025

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Mathematics Professional Development - Travel and Conferences and/or Consulting Fees **Need:** The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard. Our subgroups performed as follows: – English Learners performed 100 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. standard. **Scope:** LEA-wide	CUSD will retain professional development, travel, and conference or consulting services to support supplemental Mathematics professional development to increase certificated and classified staff understanding of standards-aligned instruction, state Mathematics accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Grace Smith School, and Bill Young Jr. Middle School. Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic	A. California School Dashboard Mathematics Performance Level B. California School Dashboard points below standard in Mathematics. C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data E. CUSD ESGI Data Spring 2025

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	
2.5	**Action:** Supplemental Mathematics Staffing **Need:** The 2022-2023 California Dashboard identifies the students current needs in the area of mathematics. This data indicates that all students performed 76.1 points below standard. Our subgroups performed as follows: – English Learners performed 100 points below standard. – Socioeconomically Disadvantaged students performed 84.1 points below standard. standard. **Scope:** Schoolwide	CUSD will reorganize the instructional day and capture and align the excessive instructional minutes within the master schedules to provide additional focused supplemental mathematics instruction across Grades 1-6. The extra time will allow students to engage in supplemental math activities, including direct instruction and individualized instruction using mathematics intervention programs. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	A. California School Dashboard Mathematics Performance Level B. California School Dashboard points below standard in Mathematics. C. SBAC Summary of Students scoring Standard Met or Exceeded -CAASPP Mathematics Portal D. CUSD district benchmark reports Original: CUSD will use Spring 2024 data E. CUSD ESGI Data Spring 2025
4.1	**Action:** Certificated Pupil Personnel Services (PPS) Counseling Services. **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding	CUSD will provide supplemental counseling services to support student and parent engagement to increase student graduation rates, improve attendance data rates, and ensure students will be prepared for College and Career outcomes, including advanced coursework, Dual Enrollment, Career Technical Pathways, and	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Schoolwide	Golden State Diploma and Seal of Biliteracy criteria. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.2	**Action:** Certificated Career Technical Education (CTE) Staff. **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Schoolwide	CUSD will expand CTE program pathways and provide additional CTE-certificated instructional staff to support the completion of the College and Career Indicator and improve its outcomes for unduplicated pupils, including students with disabilities. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.3	**Action:** Classified Support Staff for Attendance. **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Schoolwide	CUSD will focus on attendance improvement with office support staff to increase student recognition, home visits, parent engagement activities, and targeted interventions to engage unduplicated pupils, including students with disabilities, and improve the graduation rate, suspension rate, and chronic absenteeism rate at Calipatria High School, Grace Smith School, Bill Young Jr. Middle School, and Fremont Primary School. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey readiness.
4.5	**Action:** Classified Staffing for Safe Schools. **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism:	CUSD will increase access to district services and safe schools for students and parents with increased operations staff to support district safety needs, extended day activities, and supplemental student and parent engagement events. Additional staffing expands access to school facilities for student and family services for unduplicated pupils across the district. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** LEA-wide	close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.6	**Action:** Classified Staffing for Transportation **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** LEA-wide	CUSD will provide additional transportation services to increase home-to-school services, educational field trip (s), and extracurricular (leadership/athletics) field trips. This will provide access to district and school-site instructional programs and services during regular, summer, and extended-day learning opportunities for low-income English Learners, Special Education, Migrant, Reclassified Fluent English Proficient, and Foster/Homeless Youth. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.7	**Action:** Classified Staffing for Technology. **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The	Calipatria Unified will provide additional technology staff to support technology services for students and staff. Technology staff will provide technical support services to support access to technology tools, networking support, and Google platform access. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** LEA-wide	close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.8	**Action:** Supplemental Instructional Materials and Resources Small Group Intervention. **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** LEA-wide	CUSD will acquire supplemental standards-aligned/literacy materials and teacher resources to provide small group intervention, additional practice in essential skills, access to enrichment activities, and digital resources for unduplicated pupils. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.16	**Action:** Certificated Staffing for Expanding Course of Study. **Need:** Outcomes for unduplicated pupils fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Schoolwide	CUSD will provide flexibility in the master schedules at Bill Young and Calipatria High School to increase and expand the offerings of courses for English Learners, low-income and foster youth to have multiple pathways to achieve College and Career indicator success and complete annual promotion criteria in coursework and credit accrual. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
5.2	**Action:** Student Engagement Travel **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4%	CUSD will increase student travel for engagement activities to increase participation of students in college and career readiness exploration, school involvement, and intervention activities. The Schoolwide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6%	to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps will benefit, these actions are provided Schoolwide.	increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
5.9	**Action:** Consulting and Operating Expenditures. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3%	CUSD will purchase professional consulting and operating expenditures to support annual service and maintenance contracts to monitor, evaluate, and support academic achievement targets for unduplicated pupils. In addition, yearly service and maintenance contracts to support home-to-school communication will be purchased to increase student, parent, and stakeholder engagement. Renaissance Place for academic intervention, Ellevation, AERIES Communications/Analytics for educational interventions and home-to-school communication, and Edlio for home-to-school communication will be maintained. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% **Scope:** LEA-wide		
5.10	**Action:** Supplemental Equipment **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance -	CUSD will increase student access to wireless technology resources, classroom learning environments with enhanced learning tools and seating flexibility, and outdoor engagement and learning spaces to support hands-on learning and exploration. The improvements to the learning environment will support stakeholder satisfaction with district services and programs, as addressed in the annual parent survey.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)	The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% **Scope:** LEA-wide		
5.14	**Action:** School Climate and Safety Supports and Materials. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)	CUSD will purchase materials and supplies to increase safety supports, including ingress and egress, security monitoring, and student identification, across district sites and programs to increase student engagement on campus and increase outcomes on school climate surveys for unduplicated pupils, including students with disabilities. The LEA-wide actions focus on describing the needs of English learners, Foster Youth, and low-income students to provide actions that will help close the achievement gap between them and all students. We expect that the academic achievement rates of Socio-Economic and disadvantaged students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect that all students with achievement gaps will benefit, however, these actions are provided LEA-wide.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% **Scope:** LEA-wide		rates lower than county and state rates across all significant subgroups.

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
1.5	**Action:** Classified Instructional Staffing to support English Language Arts. **Need:** Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. **Scope:** Limited to Unduplicated Student Group(s)	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low-income students in English Language Arts. Instructional aides will provide small group instruction and individual support to students within the classroom setting. Instructional aides will also provide pullout services to support targeted intervention programs.	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills
1.6	**Action:** Classified Staffing to support access to Technology.	CUSD will maintain part-time classified resource staff to support student access to technology in the computer labs, library/media rooms, and in the	A. California School Dashboard English Language Arts Performance Level

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. **Scope:** Limited to Unduplicated Student Group(s)	classroom at Fremont School for English Learners, low-income and foster/homeless students.	B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills
1.7	**Action:** Intervention Instructional Materials and Supplies. **Need:** Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1	CUSD will purchase intervention materials and supplies for Certificated Resource Teachers and district-centralized services to utilize targeted services for unduplicated pupils. Software licensing and application purchases to address language and literacy the district will acquire development.	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard. – Hispanic students performed 51.6 points below standard. **Scope:** Limited to Unduplicated Student Group(s)		Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025 Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills
1.8	**Action:** Classified Staffing to Support Transitional Kindergarten and Kindergarten. **Need:** Calipatria Unified School District will focus on student achievement in English Language Arts (ELA) to afford all students the opportunities for post-secondary success. The 2023 English Language Arts Academic Indicator shows the current needs in the area of language arts as our students scored 50.1 points below standard. Our subgroups performed as follows: – English Learners performed 76.8 points below standard. – White students performed 22 points below standard. – Socioeconomically Disadvantaged students performed 57.8 points below standard.	CUSD will provide additional instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year to increase student achievement for low-income students in English Language Arts. Instructional aides will provide small group instruction and individual support to students within the classroom setting. Instructional aides will also provide pullout services to support targeted intervention programs.	A. California School Dashboard English Language Arts Performance Level B. California School Dashboard Average Distance From Standard in English Language Arts C. SBAC Summary of Students scoring Standard Met or Exceeded D. CUSD district benchmark reports. E. CUSD ESGI Data Spring 2025

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	– Hispanic students performed 51.6 points below standard. **Scope:** Limited to Unduplicated Student Group(s)		Percentage of Students At/Above 40th Percentile Rank on English Language Arts Foundational Skills
3.1	**Action:** Certificated Teaching Staff to support English Language Development. **Need:** The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs. Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level **Scope:** Limited to Unduplicated Student Group(s)	CUSD will provide additional staffing to support English Language fluency achievement including expanding course offerings for master schedule flexibility, class size reduction strategies, and extended learning opportunities at Bill Young Jr. Middle School and Calipatria High School. Extended learning will provide 20 hours of instructional services for English Learners to supplement the language acquisition program.	A. California School Dashboard Performance Level in English Language Arts for English Learners B. California School Dashboard Average Distance from Standard for English Learners C. California School Dashboard English Learner Progress D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification
3.2	**Action:** Classified paraprofessionals instructional aides for English Learners. **Need:**	CUSD will provide instructional support to the classroom learning environment with paraprofessional instructional aides during the regular school year and summer services to provide small group instruction and intervention	A. California School Dashboard Performance Level in English Language Arts for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs. Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level **Scope:** Limited to Unduplicated Student Group(s)	services. Instructional aides will support Newcomers and additional language acquisition instructional support for English Language Development.	B. California School Dashboard Average Distance from Standard for English Learners C. California School Dashboard English Learner Progress D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification
3.3	**Action:** English Learners Professional Development - Travel and Conferences and/or Consulting Fees **Need:** The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs. Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level	CUSD will retain professional development, travel, and conference, or consulting services to support supplemental English Learners professional development to increase certificated and classified staff understanding of standards-aligned instruction, state English Language Proficiency Assessments for California (ELPAC), and English Language Performace Indicator (ELPI) accountability measures, and strategies to support student achievement in the classroom and accountability measures to improve the outcomes for unduplicated pupils at Calipatria High School, Fremont Elementary, Grace Smith School, and Bill Young Jr. Middle School. The goal is to enhance the delivery of the English language acquisition program, increase the acquisition of English, improve standards-aligned instruction, and	A. California School Dashboard Performance Level in English Language Arts for English Learners B. California School Dashboard Average Distance from Standard for English Learners C. California School Dashboard English Learner Progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	– 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level **Scope:** Limited to Unduplicated Student Group(s)	improve designated and integrated English Language Development instruction for English learners. Fees for substitutes will be included to support this action. Depending on the identified need(s), the action may be implemented by contacting an outside entity to provide professional development, travel to attend a conference or other professional development may be created using an internal capacity. Fees also included in this action will consist of materials and supplies for in-house training and substitutes.	D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification
3.4	**Action:** English Learner Supplemental Instructional Materials and Supplies. **Need:** The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs. Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level **Scope:**	CUSD will provide additional supplemental instructional materials and supplies to support English Language Development (ELD) instruction during the regular school year and extended learning opportunities for integrated and designated instructional services as part of the English acquisition program services.	A. California School Dashboard Performance Level in English Language Arts for English Learners B. California School Dashboard Average Distance from Standard for English Learners C. California School Dashboard English Learner Progress D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.5	**Action:** Certificated and Classified for English Learner Collaboration. **Need:** The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs. Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level **Scope:** Limited to Unduplicated Student Group(s)	CUSD will engagecertificated and classified in peer collaboration to address curriculum alignment and learning loss for English Learners and support the increase of student language acquisition and support English Learner access to a broad course of study and the language acquisition program in both integreted and designated Englsih Language Development.	A. California School Dashboard Performance Level in English Language Arts for English Learners B. California School Dashboard Average Distance from Standard for English Learners C. California School Dashboard English Learner Progress D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification
3.6	**Action:** Improving Academic Vocabulary and English Learners Professional Development. **Need:** The 2023 California Dashboard English Learner Progress Indicator (ELPI) identified the following needs.	CUSD will improve the quality of district-provided professional development and consulting services in academic vocabulary and language instruction by establishing a monthly virtual professional development format for all staff to engage with. The goal is to improve the educational progress of English Language Learners on state SBAC and ELPAC outcomes and the acquisition of English fluency. District, site administrators, and resource	A. California School Dashboard Performance Level in English Language Arts for English Learners B. California School Dashboard Average Distance from Standard for English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Out of these 336 English learners: – 45.3% of English learners progressed at least 1 English Learner Progress Indicator level – 5% of English learners maintained English Learner Progress Indicator level 4 – 29.5% of English learners maintained English Learner Progress Indicator levels 1, 2 low, 2 high, 3 low, and 3 high (combined) – 20.1% of English learners decreased at least 1 English Learner Progress Indicator level **Scope:** Limited to Unduplicated Student Group(s)	teachers will collaborate to develop the monthly video series.	Learners C. California School Dashboard English Learner Progress D. CUSD Local Data Long-Term English Learners (LTEL) Reclassification
4.4	**Action:** Certificated Extended Learning Staff. **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:**	CUSD will support certificated staffing to provide additional after-school, summer school, and extended-day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.9	**Action:**	CUSD will provide additional technology tools for students to access high-quality instruction in the	A. California School Dashboard Graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Technology Tools and Non Capitalized Equipment. **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Limited to Unduplicated Student Group(s)	classroom and extended learning opportunities. By upgrading and acquiring technology devices and supplemental technology tools, CUSD will improve the classroom environment.	Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. -CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher. G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups. H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics CUSD will improve the passing rates (D/F) rates of students completing

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements. I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups. J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways. K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities. L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.
4.10	**Action:** Supplemental Materials and Supplies for Universal Access. **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Hispanic - 41.3% Foster Youth - 22.2% **Scope:** Limited to Unduplicated Student Group(s)	CUSD will provide additional supplemental materials and supplies to support high-quality instruction and increase access to standards-based instruction across the curriculum for unduplicated students, including students with disabilities. Instructional materials will address universal access and afford differentiated instruction for students. In addition, software programs and applications will be purchased to enhance instructional delivery options so that unduplicated students can access the core and receive additional supplemental services.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey s.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.11	**Action:** Materials and Supplies for Extended Learning. **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Limited to Unduplicated Student Group(s)	CUSD will provide supplemental supplies, including snacks, incentives, and recognition, to support extended-day learning activities for unduplicated pupils, which will increase student achievement and engagement with the learning environment.	A. California School Dashboard Graduation Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. -CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			prepared on the College and Career Indicator. E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher. G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups. H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics CUSD will improve the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			passing rates (D/F) rates of students completing core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements. I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups. J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways. K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities. L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.
4.12	**Action:** Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement. **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2%	CUSD will support travel, conference, in-house professional development, or local conferences professional development expenses to enhance staff awareness of parent involvement and family engagement, attendance improvement, and social-emotional support strategies. Pupil Personnel Services staff will participate in training to improve counseling and guidance services, including college and career awareness, trauma-informed practices, and multi-tiered support systems. Administrators will train on trauma-informed practices, attendance improvement, and student engagement. Some of these learning experiences will be provided locally as part of a virtual professional development, or we will bring presenters to our district. We will cover materials and supplies under this action. Budgeted expenses for this action will also meet the need for substitutes for classified and certificated staff participating in these learning activities and stipends if activities are after contract hours as	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	specified in CSEA and CUTA contracts. These opportunities will be available during the regular school day and after contract hours. CUSD is dedicated to providing an enriched and engaged learning environment by expanding music, visual and performing arts, physical education and dance, health, and social-emotional well-being into the learning environment and school campus. To ensure the successful implementation of this initiative, we will partner with experienced consultants who will provide professional development and ongoing support. This collaboration will enhance the quality of our programs and contribute to our students' overall well-being.	F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.13	**Action:** Supplemental	CUSD will provide individualized and small-group supplemental instruction to support students who	A. California School Dashboard Graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Physical Education Instruction - Classified Physical Education Support Staff. **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Limited to Unduplicated Student Group(s)	are struggling to meet Physical Education (PE) standards. The main objective is to increase Physical Fitness Testing results and help students pass high school PE requirements and earn their high school diploma.	Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. -CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher. G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups. H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics CUSD will improve the passing rates (D/F) rates of students completing

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements. I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups. J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways. K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities. L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.
4.14	**Action:** Certificated Staffing to support Attendance and Student Engagement **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:**	CUSD will engage certificated staff to conduct home visits and address attendance and student engagement site strategies. Staff will collaborate with the district attendance committee to support district-wide attendance improvement initiatives. Staffing services will provide 40 hours of extra duty support per school site.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
4.15	**Action:** Enrichment Materials and Supplies.	CUSD will purchase materials and supplies to provide an enriched and engaged learning	A. California School Dashboard Graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Limited to Unduplicated Student Group(s)	environment. These materials and supplies will support expanding music, visual and performing arts, physical education and dance, health, and social and emotional well-being into the learning environment and school campus.	Rate Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. -CUSD Graduation Rate CUSD will annually improve the 4-Year Adjusted Graduation rate. B. California School Dashboard Chronic Absenteeism Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. C. California School Dashboard Suspension Indicator Indicator CUSD will meet or exceed the Yellow performance level across all groups, and significant subgroups. D. California School Dashboard College and Career Indicator CUSD will annually increase the percentage of students across all groups and significant subgroups as prepared on the College and Career Indicator.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials - CUSD will annually maintain status of MET across both criteria as identified by zero number or 0% of findings - Fully Credential Teachers Data F. CUSD Local Data Advanced Placement Passing Rate CUSD will annually increase the percentage of students achieving a passing score of 3 or higher. G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data CUSD will improve the participation rates of students taking Advanced Placement courses across the district and subgroups. H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics CUSD will improve the passing rates (D/F) rates of students completing

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			core ELA, Math, History and Science at CHS to support CCI and UC/CSU course requirements. I. CUSD Local Data Middle and High School Dropout rates CUSD will maintain less than 2% annual dropout rate for Bill E. Young Middle School and Calipatria High School programs and across all significant subgroups. J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates CUSD will increase the % of students completing UC/CSU course requirements and CTE course pathways. K. California School Dashboard Local Indicator Basics: Facilities CUSD will annually maintain a status of MET for Facilities. L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			M. CUSD Local Data LEA and LCAP Parent Survey CUSD will annually improve the percentage of parents reporting Strongly Agree and Agree that their child is receiving instruction that will prepare them to meet state standards and prepare them for college and career readiness.
4.17	**Action:** Classified Extended Learning Staff **Need:** Outcomes for unduplicated pupils, including Students with Disabilities, fall significantly below standards. Regarding chronic absenteeism in kindergarten through grade 8, 40.9% of students were chronically absent in the 2022-2023 school year. The following student groups showed a performance of very high chronic absenteeism: English Learners - 47.2% Socioeconomically Disadvantaged - 42.8% Foster Youth - 22.2% **Scope:** Limited to Unduplicated Student Group(s)	CUSD will support classified staffing to provide additional after-school, summer, and extended day learning opportunities for students struggling to meet grade-level standards, credit accrual, or state accountability measures. Instructional services will prioritize the successful completion of the coursework necessary for improving College and Career Indicator outcomes and afford unduplicated pupils access to additional services and resources.	A. California School Dashboard Graduation Rate Indicator B. California School Dashboard Chronic Absenteeism Indicator C. California School Dashboard Suspension Indicator Indicator D. California School Dashboard College and Career Indicator E. California School Dashboard Local Indicator Basics: Teachers and Instructional Materials -

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			F. CUSD Local Data Advanced Placement Passing Rate G. CUSD Local Data Advanced Placement (AP) Course Participation Rates AERIES Analytics Data H. CUSD Local Data Course Passing Rates (D/F) Aeries Analytics. I. CUSD Local Data Middle and High School Dropout rates J. CUSD Local Data Gr 12 CCI UC/CSU and CTE Rates K. California School Dashboard Local Indicator Basics: Facilities L. California School Dashboard Local Indicator Priority 7 Access to Broad Course of Study CUSD will have Met Access to Broad Course of Study. M. CUSD Local Data LEA and LCAP Parent Survey
5.1	**Action:** Certificated Centralized Services	CUSD will provide centralized services staffing to coordinate student and parent engagement	A. CUSD Local Data 2022-2023 Local Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Administrative Staff. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Students with Disabilities, Red, Very Low Performance, 18.6% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Students with Disabilities, Red, Very Low Performance, 14% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance -	activities and provide staff training, both certificated and classified, to address student outcomes for unduplicated pupils outlined in the LCAP. Staff will provide technical assistance for the site and district-level activities to address suspension and expulsion outcomes and strategies for alternative student support.	Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% -Students with Disabilities, Blue, Very High Performance, 0.0% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		
5.3	**Action:** Certificated Pupil Personnel Services (PPS) School Psychologist Staffing. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified.	CUSD will support the mental health, behavioral, and academic intervention services for unduplicated students through targeted group and individual counseling services provided by a Fremont and Grace Smith school psychologist.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Students with Disabilities, Red, Very Low Performance, 18.6% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Students with Disabilities, Red, Very Low Performance, 14% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3%		C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-Students with Disabilities, Blue, Very High Performance, 0.0% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		
5.4	**Action:** Classified Resource Technician Staff. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3%	CUSD will maintain supplemental staffing to support student and parent engagement activities. District resource staff will provide increased services to three school sites, including parent contacts, targeted attendance interventions, home visits, and assessment support for unduplicated pupils.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7%		in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.5	**Action:** Contracted Health Services. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6%	CUSD will provide health aide services to promote positive and regular school attendance. The health aide will provide consulting services for students, parents, and families with health-related issues impacting educational progress. The health aide is additional staffing to support the contracted Nursing services with the Imperial County Office of Education. CUSD will provide additional health services to increase on-site services across the district and district telehealth contracted services.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		
5.6	**Action:** Parent Engagement Materials and Supplies. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance -	CUSD will purchase materials and supplies to support parent engagement activities across the district and, in collaboration with community agencies, increase parent and family engagement of students at Calipatria High School, Fremont Primary School, Grace Smith School, and Bill Young Jr. Middle School.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator)		C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		
5.7	**Action:** Student Engagement Materials and Supplies. **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator)	CUSD will purchase materials and supplies to support student activities and increase student engagement, including incentives and recognition, for unduplicated pupils.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		will maintain suspension rates lower than county and state rates across all significant subgroups.
5.8	**Action:** Professional Consulting Services **Need:**	CUSD will add professional consulting services to increase staff support and address school climate improvement strategies. Reinforcement of targeted federal and state laws impacting student outcomes	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3%	will be vital to improving staff knowledge and reinforcement of interventions for unduplicated pupils. Acquisition of self-paced consulting services for staff will allow flexibility for staff to engage in site—and classroom-specific needs to target improvement for unduplicated students.	Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		
5.11	**Action:** Home to School Communication **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Students with Disabilities, Red, Very Low Performance, 18.6%	CUSD will provide additional support for home-to-school communication to support the achievement of unduplicated pupils.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7%		D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.12	**Action:** Professional Development Consulting Travel and Conference Fees **Need:** Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Students with Disabilities, Red, Very Low Performance, 18.6% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1%	CUSD will provide travel and conference in-house professional development or local conferences for staff to participate in local, regional, and state travel to support improving programs and services for unduplicated pupils addressed in the LCAP. Conference and registration fees, hotel accommodations, travel, and meals. CUSD will provide Professional development opportunities in different versions: (1) locally housed at the district level or other local entities and (2) travel and conference. The determination of what is attended will be on availability and choice. These opportunities will be available for certificate and classified staff. For in-house PD sessions, materials, supplies, salaries for substitutes, and a stipend for activities outside contact hours will be included as part of this action.	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		
5.13	**Action:** Engagement Strategies Materials and Supplies **Need:**	CUSD will purchase supplemental materials and supplies to support strategies to improve school climate, pupil engagement, and alternative supports for intervention and discipline. CUSD will use sensory rooms, community service restitution programs, and positive behavior supports. CUSD	A. CUSD Local Data 2022-2023 Local Indicator Priority 3 Parent and Family Engagement Reflection Tool

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on the 2023 California School Dashboard Data, the following needs were identified. Bill E. Young Middle School Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Orange, Medium Performance, 10.4% -Socioeconomically Disadvantaged, Orange, Medium Performance, 11.3% -Hispanic, Orange, Medium Performance, 10.1% Calipatria High School Suspension Rate status is identified as Very Low Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Red, Very Low Performance, 17.1% -Socioeconomically Disadvantaged, Red, Very Low Performance, 12.3% -Hispanic, Red, Very Low Performance, 9.6% Fremont Primary School Suspension Rate status is identified as High Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, Blue, Very High Performance, 0.0% -Socioeconomically Disadvantaged, Green, High Performance, 0.3%	will use flexible classroom seating options to support the needs of unduplicated pupils.	B. CUSD Local Data Local Indicator Priority 6 School Climate, California Healthy Kids Survey C. CUSD Local Data Local Indicator Priority 2 Implementation of State Academic Standards Reflection Tool CUSD will increase staff participation in the Priority 2 survey annually. D. CUSD Local Data LEA and LCAP Parent Survey E. CUSD Local Data Suspension - California Schools Dashboard CUSD will maintain suspension rates lower than county and state rates across all significant subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	-Students with Disabilities, Blue, Very High Performance, 0.0% -Hispanic, Green, High Performance, 0.3% Grace Smith Elementary Suspension Rate status is identified as Medium Performance - (2022-2023 Suspension Rate - Middle School-Indicator) -English learners, No Performance Color, 0.0% -Socioeconomically Disadvantaged, Orange, Medium Performance, 2.6% -Students with Disabilities, No Data Reported -Hispanic, Green, High Performance, 1.7% **Scope:** Limited to Unduplicated Student Group(s)		

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

NA

Additional Concentration Grant Funding

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

Calipatria Unified has a high concentration of foster youth, English learners, and low-income students across all four sites and can provide additional concentration grant add-on funding to support students across all sites and district-wide services.

-Calipatria Unified will increase certificated staffing with additional counseling services (4.1) to support the achievement of foster youth, English learners, and low-income students across all LCAP goals - Calipatria High School, Bill Young Jr. Middle School.

-Calipatria Unified will increase classified staffing by adding direct services to the classroom (1.5 and 1.8, Fremont Primary School and Grace Smith) with instructional paraprofessionals and increased custodial and maintenance staff to support safe schools (4.5, Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith).

-Calipatria Unified will increase extended learning opportunities by increasing certificated (4.4) and classified (4.17) staffing to provide direct student services -- Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith.

-Calipatria Unified will increase contracted health services and provide direct staff to address students' on-site health services needs (5.5, Calipatria High School, Bill Young Jr. Middle School, Fremont Primary School, and Grace Smith).

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$12,313,227.00	$4,807,441.00	39.043%	4.565%	43.608%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,371,924.00	$307,767.00	$0.00	$0.00	$5,679,691.00	$4,513,940.00	$1,165,751.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Teaching Staff to support English Language Arts instruction.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calpatia High School and Bill Young Middle School 5 through 12	Annual	$645,685.00	$0.00	$337,918.00	$307,767.00	$0.00	$0.00	$645,685.00	
1	1.2	English Language Arts Supplemental Instructional Materials and Supplies.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young Middle School, and Grace Smith TK through 12	Annual	$0.00	$40,400.00	$40,400.00	$0.00	$0.00	$0.00	$40,400.00	
1	1.3	English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young Middle School, and Grace Smith TK through 12	Annual	$6,419.00	$20,000.00	$26,419.00	$0.00	$0.00	$0.00	$26,419.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.4	Certificated Resource Teachers.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	Annual	$160,252.00	$0.00	$160,252.00	$0.00	$0.00	$0.00	$160,252.00	
1	1.5	Classified Instructional Staffing to support English Language Arts.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and Grace Smith TK through 4	Annual	$57,014.00	$0.00	$57,014.00	$0.00	$0.00	$0.00	$57,014.00	
1	1.6	Classified Staffing to support access to Technology.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont PrimaryFremont Primary School TK through Grade 4	Annual	$36,396.00	$0.00	$36,396.00	$0.00	$0.00	$0.00	$36,396.00	
1	1.7	Intervention Instructional Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	Annual	$0.00	$32,500.00	$32,500.00	$0.00	$0.00	$0.00	$32,500.00	
1	1.8	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Grace Smith School and Fremont Primary TK through Grade 4	Annual	$262,946.00	$0.00	$262,946.00	$0.00	$0.00	$0.00	$262,946.00	
2	2.1	Certificated Teaching Staff to support Mathematics instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grade 5 through 12	Annual	$299,051.00	$0.00	$299,051.00	$0.00	$0.00	$0.00	$299,051.00	
2	2.2	Mathematics Supplemental Instructional Materials and Supplies	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific	Annual	$0.00	$32,900.00	$32,900.00	$0.00	$0.00	$0.00	$32,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
2	**2.3**	Certificated Resource Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.4**	Mathematics Professional Development - Travel and Conferences and/or Consulting Fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Fremont Elementary, Grace Smith School, and Bill Young Jr. Middle School. TK through Grade 12	Annual	$3,690.00	$7,500.00	$11,190.00	$0.00	$0.00	$0.00	$11,190.00	
2	**2.5**	Supplemental Mathematics Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$254,677.00	$0.00	$254,677.00	$0.00	$0.00	$0.00	$254,677.00	
3	**3.1**	Certificated Teaching Staff to support English Language	English Learners Foster Youth	Yes	Limited to Undupli	English Learners Foster Youth	Specific Schools: Calipatria	Annual	$124,916.00	$0.00	$124,916.00	$0.00	$0.00	$0.00	$124,916.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Development.	Low Income		cated Student Group(s)	Low Income	High School and Bill Young Jr. Middle School Grades 5 through 12									
3	3.2	Classified paraprofessionals instructional aides for English Learners.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$148,021.00	$0.00	$148,021.00	$0.00	$0.00	$0.00	$148,021.00	
3	3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$1,845.00	$12,000.00	$13,845.00	$0.00	$0.00	$0.00	$13,845.00	
3	3.4	English Learner Supplemental Instructional Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through	Annual	$0.00	$10,500.00	$10,500.00	$0.00	$0.00	$0.00	$10,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grade 12									
3	3.5	Certificated and Classified for English Learner Collaboration.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$9,837.00	$0.00	$9,837.00	$0.00	$0.00	$0.00	$9,837.00	
3	3.6	Improving Academic Vocabulary and English Learners Professional Development.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling Services.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School and Bill Young Middle School Grade 5 through Grade 12	Annual	$284,085.00	$0.00	$284,085.00	$0.00	$0.00	$0.00	$284,085.00	
4	4.2	Certificated Career Technical Education (CTE) Staff.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School Grades 9 through 12	Annual	$139,945.00	$0.00	$139,945.00	$0.00	$0.00	$0.00	$139,945.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Classified Support Staff for Attendance.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Bill Young Jr. Middle School, and Fremont Primary School. TK through Grade 12	Annual	$173,979.00	$0.00	$173,979.00	$0.00	$0.00	$0.00	$173,979.00	
4	4.4	Certificated Extended Learning Staff.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$63,450.00	$0.00	$63,450.00	$0.00	$0.00	$0.00	$63,450.00	
4	4.5	Classified Staffing for Safe Schools.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$372,814.00	$0.00	$372,814.00	$0.00	$0.00	$0.00	$372,814.00	
4	4.6	Classified Staffing for Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School,	Annual	$252,635.00	$0.00	$252,635.00	$0.00	$0.00	$0.00	$252,635.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Fremont Elementary, and Grace Smith TK through Grade 12									
4	4.7	Classified Staffing for Technology.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$125,133.00	$0.00	$125,133.00	$0.00	$0.00	$0.00	$125,133.00	
4	4.8	Supplemental Instructional Materials and Resources Small Group Intervention.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$51,000.00	$51,000.00	$0.00	$0.00	$0.00	$51,000.00	
4	4.9	Technology Tools and Non Capitalized Equipment.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through	Annual	$0.00	$67,951.00	$67,951.00	$0.00	$0.00	$0.00	$67,951.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grade 12									
4	**4.10**	Supplemental Materials and Supplies for Universal Access.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	
4	**4.11**	Materials and Supplies for Extended Learning.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
4	**4.12**	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$7,515.00	$40,000.00	$47,515.00	$0.00	$0.00	$0.00	$47,515.00	
4	**4.13**	Supplemental Physical Education Instruction - Classified Physical Education Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools Specific Schools: Bill Young	Annual	$44,518.00	$0.00	$44,518.00	$0.00	$0.00	$0.00	$44,518.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Staff.			Group(s)		Middle School Grade 5 through Grade 8									
4	**4.14**	Certificated Staffing to support Attendance and Student Engagement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$2,852.00	$0.00	$2,852.00	$0.00	$0.00	$0.00	$2,852.00	
4	**4.15**	Enrichment Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
4	**4.16**	Certificated Staffing for Expanding Course of Study.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$519,707.00	$0.00	$519,707.00	$0.00	$0.00	$0.00	$519,707.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.17	Classified Extended Learning Staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$61,408.00	$0.00	$61,408.00	$0.00	$0.00	$0.00	$61,408.00	
5	5.1	Certificated Centralized Services Administrative Staff.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$138,083.00	$0.00	$138,083.00	$0.00	$0.00	$0.00	$138,083.00	
5	5.2	Student Engagement Travel	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$32,000.00	$32,000.00	$0.00	$0.00	$0.00	$32,000.00	
5	5.3	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Bill Young Middle	Annual	$121,380.00	$0.00	$121,380.00	$0.00	$0.00	$0.00	$121,380.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)		School, Fremont Elementary and Grace Smith School TK through Grade 12									
5	**5.4**	Classified Resource Technician Staff.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary and Grace Smith School TK through Grade 12	Annual	$33,713.00	$0.00	$33,713.00	$0.00	$0.00	$0.00	$33,713.00	
5	**5.5**	Contracted Health Services.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$161,974.00	$20,000.00	$181,974.00	$0.00	$0.00	$0.00	$181,974.00	
5	**5.6**	Parent Engagement Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace	Annual	$0.00	$9,000.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Smith TK through Grade12									
5	**5.7**	Student Engagement Materials and Supplies.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
5	**5.8**	Professional Consulting Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Middle School Grade 5 through Grade 12	Annual	$0.00	$130,000.00	$130,000.00	$0.00	$0.00	$0.00	$130,000.00	
5	**5.9**	Consulting and Operating Expenditures.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
5	**5.10**	Supplemental Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young	Annual	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Middle School, Fremont Elementary, and Grace Smith TK through Grade 12									
5	5.11	Home to School Communication	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$4,500.00	$4,500.00	$0.00	$0.00	$0.00	$4,500.00	
5	5.12	Professional Development Consulting Travel and Conference Fees	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Bill Young Middle School, and Fremont Elementary TK through Grade 12	Annual	$0.00	$5,500.00	$5,500.00	$0.00	$0.00	$0.00	$5,500.00	
5	5.13	Engagement Strategies Materials and Supplies	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through	Annual	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grade 12									
5	**5.14**	School Climate and Safety Supports and Materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	Annual	$0.00	$260,000.00	$260,000.00	$0.00	$0.00	$0.00	$260,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$12,313,227.00	$4,807,441.00	39.043%	4.565%	43.608%	$5,371,924.00	0.000%	43.627 %	**Total:**	$5,371,924.00
								LEA-wide Total:	$1,346,072.00
								Limited Total:	$1,797,819.00
								Schoolwide Total:	$2,228,033.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Certificated Teaching Staff to support English Language Arts instruction.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calpatia High School and Bill Young Middle School 5 through 12	$337,918.00	
1	**1.2**	English Language Arts Supplemental Instructional Materials and Supplies.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young Middle School, and Grace Smith TK through 12	$40,400.00	
1	**1.3**	English Language Arts Professional Development - Travel and Conferences and/or Consulting Fees	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calpatia High School, Fremont Primary , Bill Young Middle	$26,419.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						School, and Grace Smith TK through 12		
1	1.4	Certificated Resource Teachers.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	$160,252.00	
1	1.5	Classified Instructional Staffing to support English Language Arts.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary and Grace Smith TK through 4	$57,014.00	
1	1.6	Classified Staffing to support access to Technology.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	$36,396.00	
1	1.7	Intervention Instructional Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	$32,500.00	
1	1.8	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Grace Smith School and Fremont Primary TK through Grade 4	$262,946.00	
2	2.1	Certificated Teaching Staff to support Mathematics instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grade 5 through 12	$299,051.00	
2	2.2	Mathematics Supplemental Instructional Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade	$32,900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						12		
2	2.3	Certificated Resource Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fremont Primary TK through Grade 4	$0.00	
2	2.4	Mathematics Professional Development - Travel and Conferences and/or Consulting Fees	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Fremont Elementary, Grace Smith School, and Bill Young Jr. Middle School. TK through Grade 12	$11,190.00	
2	2.5	Supplemental Mathematics Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$254,677.00	
3	3.1	Certificated Teaching Staff to support English Language Development.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Jr. Middle School Grades 5 through 12	$124,916.00	
3	3.2	Classified paraprofessionals instructional aides for English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$148,021.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$13,845.00	
3	3.4	English Learner Supplemental Instructional Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$10,500.00	
3	3.5	Certificated and Classified for English Learner Collaboration.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$9,837.00	
3	3.6	Improving Academic Vocabulary and English Learners Professional Development.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$0.00	
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling	Yes	Schoolwide	English Learners Foster Youth	All Schools Specific Schools:	$284,085.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Services.			Low Income	Calipatria High School and Bill Young Middle School Grade 5 through Grade 12		
4	4.2	Certificated Career Technical Education (CTE) Staff.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School Grades 9 through 12	$139,945.00	
4	4.3	Classified Support Staff for Attendance.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Bill Young Jr. Middle School, and Fremont Primary School. TK through Grade 12	$173,979.00	
4	4.4	Certificated Extended Learning Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$63,450.00	
4	4.5	Classified Staffing for Safe Schools.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$372,814.00	
4	4.6	Classified Staffing for Transportation	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific Schools:	$252,635.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		
4	**4.7**	Classified Staffing for Technology.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$125,133.00	
4	**4.8**	Supplemental Instructional Materials and Resources Small Group Intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$51,000.00	
4	**4.9**	Technology Tools and Non Capitalized Equipment.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$67,951.00	
4	**4.10**	Supplemental Materials and Supplies for Universal Access.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young	$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		
4	4.11	Materials and Supplies for Extended Learning.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$50,000.00	
4	4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$47,515.00	
4	4.13	Supplemental Physical Education Instruction - Classified Physical Education Support Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Bill Young Middle School Grade 5 through Grade 8	$44,518.00	
4	4.14	Certificated Staffing to support Attendance and Student Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$2,852.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.15	Enrichment Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$40,000.00	
4	4.16	Certificated Staffing for Expanding Course of Study.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$519,707.00	
4	4.17	Classified Extended Learning Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$61,408.00	
5	5.1	Certificated Centralized Services Administrative Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$138,083.00	
5	5.2	Student Engagement Travel	Yes	Schoolwide	English Learners Foster Youth	All Schools Specific Schools:	$32,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12		
5	**5.3**	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary and Grace Smith School TK through Grade 12	$121,380.00	
5	**5.4**	Classified Resource Technician Staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary and Grace Smith School TK through Grade 12	$33,713.00	
5	**5.5**	Contracted Health Services.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$181,974.00	
5	**5.6**	Parent Engagement Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High	$9,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade12		
5	**5.7**	Student Engagement Materials and Supplies.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$40,000.00	
5	**5.8**	Professional Consulting Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School and Bill Young Middle School Grade 5 through Grade 12	$130,000.00	
5	**5.9**	Consulting and Operating Expenditures.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$100,000.00	
5	**5.10**	Supplemental Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith	$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						TK through Grade 12		
5	5.11	Home to School Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$4,500.00	
5	5.12	Professional Development Consulting Travel and Conference Fees	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Calipatria High School, Bill Young Middle School, and Fremont Elementary TK through Grade 12	$5,500.00	
5	5.13	Engagement Strategies Materials and Supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$30,000.00	
5	5.14	School Climate and Safety Supports and Materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Calipatria High School, Bill Young Middle School, Fremont Elementary, and Grace Smith TK through Grade 12	$260,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,925,809.00	$5,277,119.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Certificated Teaching Staff to support English Language Arts instruction.	Yes	$444,558.00	$491,597.00
1	**1.2**	English Language Arts Supplemental Instructional Materials and Supplies.	Yes	$53,000.00	$47,500.00
1	**1.3**	English Language Arts Professional Development Travel and Conferences and/or Consulting Fees	Yes	$31,697.00	$19,526.00
1	**1.4**	Certificated Resource Teacher	Yes	$260,224.00	$163,482.00
1	**1.5**	Classified Instructional Staffing to support English Language Arts.	Yes	$75,507.00	$62,024.00
1	**1.6**	Classified Staffing to support access to Technology.	Yes	$34,994.00	$36,229.00
1	**1.7**	Intervention Instructional Materials and Supplies.	Yes	$80,000.00	$42,500.00
1	**1.8**	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	Yes	$257,198.00	$301,366.00
2	**2.1**	Certificated Teaching Staff to support Mathematics instruction	Yes	$280,861.00	$293,725.00
2	**2.2**	Mathematics Supplemental Instructional Materials and Supplies	Yes	$50,500.00	$49,500.00
2	**2.3**	Certificated Resource Teacher	Yes	$0.00	$0.00

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)
2	2.4	Mathematics Professional Development - Travel and Conferences and/or Consulting Fees	Yes	$32,697.00	$24,493.00
2	2.5	Supplemental Mathematics Staffing	Yes	$251,972.00	$261,450.00
3	3.1	Certificated Teaching Staff to support English Language Development.	Yes	$39,394.00	$89,990.00
3	3.2	Classified paraprofessionals instructional aides for English Learners.	Yes	$152,048.00	$152,192.00
3	3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	Yes	$47,297.00	$14,647.00
3	3.4	English Learner Supplemental Instructional Materials and Supplies.	Yes	$18,000.00	$9,000.00
3	3.5	Certificated and Classified for English Learner Collaboration.	Yes	$12,309.00	$0.00
3	3.6	Improving Academic Vocabulary and English Learners' Professional Development.	Yes	$0.00	$0.00
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling Services.	Yes	$410,812.00	$320,916.00
4	4.2	Certificated Career Technical Education (CTE) Staff.	Yes	$103,727.00	$145,789.00
4	4.3	Classified Support Staff for Attendance.	Yes	$196,282.00	$174,081.00
4	4.4	Certificated Extended Learning Staff.	Yes	$99,305.00	$93,633.00

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)
4	4.5	Classified Staffing for Safe Schools.	Yes	$379,794.00	$324,499.00
4	4.6	Classified Staffing for Transportation	Yes	$177,574.00	$272,970.00
4	4.7	Classified Staffing for Technology.	Yes	$125,097.00	$125,333.00
4	4.8	Supplemental Instructional Materials and Resources Small Group Intervention.	Yes	$124,000.00	$78,000.00
4	4.9	Technology Tools and Non Capitalized Equipment.	Yes	$125,000.00	$19,007.00
4	4.10	Supplemental Materials and Supplies for Universal Access.	Yes	$30,000.00	$37,100.00
4	4.11	Materials and Supplies for Extended Learning.	Yes	$70,000.00	$38,000.00
4	4.12	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	Yes	$92,844.00	$51,878.00
4	4.13	Supplemental Physical Education Instruction - Classified Physical Education Support Staff.	Yes	$44,885.00	$45,377.00
4	4.14	Certificated Staffing to Support Attendance and Student Engagement	Yes	$4,471.00	$0.00
4	4.15	Enrichment Materials and Supplies.	Yes	$40,000.00	$32,568.00
4	4.16	Certificated Staffing for Expanding Course of Study.	Yes	$430,844.00	$524,229.00
4	4.17	Classified Extended Learning Staff	Yes	$61,914.00	$61,649.00

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)
5	5.1	Certificated Centralized Services Administrative Staff.	Yes	$139,617.00	$137,830.00
5	5.2	Student Engagement Travel	Yes	$52,000.00	$25,600.00
5	5.3	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	Yes	$117,808.00	$117,768.00
5	5.4	Classified Resource Technician Staff.	Yes	$35,273.00	$33,721.00
5	5.5	Contracted Health Services.	Yes	$283,294.00	$157,156.00
5	5.6	Parent Engagement Materials and Supplies.	Yes	$9,000.00	$10,726.00
5	5.7	Student Engagement Materials and Supplies.	Yes	$29,000.00	$30,212.00
5	5.8	Professional Consulting Services	Yes	$81,155.00	$162,500.00
5	5.9	Consulting and Operating Expenditures.	Yes	$150,000.00	$80,000.00
5	5.10	Supplemental Equipment	Yes	$100,000.00	$25,000.00
5	5.11	Home to School Communication	Yes	$4,500.00	$4,500.00
5	5.12	Professional Development Consulting Travel and Conference Fees	Yes	$27,500.00	$6,856.00
5	5.13	Engagement Strategies Materials and Supplies	Yes	$30,000.00	$30,000.00

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)
5	**5.14**	School Climate and Safety Supports and Materials.	Yes	$227,857.00	$51,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,708,565.00	$5,925,809.00	$5,277,119.00	$648,690.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Certificated Teaching Staff to support English Language Arts instruction.	Yes	$444,558.00	$491,597.00		
1	1.2	English Language Arts Supplemental Instructional Materials and Supplies.	Yes	$53,000.00	$47,500.00		
1	1.3	English Language Arts Professional Development Travel and Conferences and/or Consulting Fees	Yes	$31,697.00	$19,526		
1	1.4	Certificated Resource Teacher	Yes	$260,224.00	$163,482.00		
1	1.5	Classified Instructional Staffing to support English Language Arts.	Yes	$75,507.00	$62,024.00		
1	1.6	Classified Staffing to support access to Technology.	Yes	$34,994.00	$36,229.00		
1	1.7	Intervention Instructional Materials and Supplies.	Yes	$80,000.00	$42,500.00		
1	1.8	Classified Staffing to Support Transitional Kindergarten and Kindergarten.	Yes	$257,198.00	$301,366.00		
2	2.1	Certificated Teaching Staff to support Mathematics instruction	Yes	$280,861.00	$293,725.00		
2	2.2	Mathematics Supplemental Instructional Materials and Supplies	Yes	$50,500.00	$49,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Certificated Resource Teacher	Yes	$0.00	$0.00		
2	2.4	Mathematics Professional Development - Travel and Conferences and/or Consulting Fees	Yes	$32,697.00	$24,493.00		
2	2.5	Supplemental Mathematics Staffing	Yes	$251,972.00	$261,450.00		
3	3.1	Certificated Teaching Staff to support English Language Development.	Yes	$39,394.00	$89,990.00		
3	3.2	Classified paraprofessionals instructional aides for English Learners.	Yes	$152,048.00	$152,192.00		
3	3.3	English Learners Professional Development - Travel and Conferences and/or Consulting Fees	Yes	$47,297.00	$14,647.00		
3	3.4	English Learner Supplemental Instructional Materials and Supplies.	Yes	$18,000.00	$9,000.00		
3	3.5	Certificated and Classified for English Learner Collaboration.	Yes	$12,309.00	$0.00		
3	3.6	Improving Academic Vocabulary and English Learners' Professional Development.	Yes	$0.00	$0.00		
4	4.1	Certificated Pupil Personnel Services (PPS) Counseling Services.	Yes	$410,812.00	$320,916.00		
4	4.2	Certificated Career Technical Education (CTE) Staff.	Yes	$103,727.00	$145,789.00		
4	4.3	Classified Support Staff for Attendance.	Yes	$196,282.00	$174,081.00		
4	4.4	Certificated Extended Learning Staff.	Yes	$99,305.00	$93,633.00		
4	4.5	Classified Staffing for Safe Schools.	Yes	$379,794.00	$324,499.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.6**	Classified Staffing for Transportation	Yes	$177,574.00	$272,970.00		
4	**4.7**	Classified Staffing for Technology.	Yes	$125,097.00	$125,333.00		
4	**4.8**	Supplemental Instructional Materials and Resources Small Group Intervention.	Yes	$124,000.00	$78,000.00		
4	**4.9**	Technology Tools and Non Capitalized Equipment.	Yes	$125,000.00	$19,007.00		
4	**4.10**	Supplemental Materials and Supplies for Universal Access.	Yes	$30,000.00	$37,100.00		
4	**4.11**	Materials and Supplies for Extended Learning.	Yes	$70,000.00	$38,000.00		
4	**4.12**	Supplemental Travel, Conference, and Local Professional Development for Student and Family Engagement.	Yes	$92,844.00	$51,878.00		
4	**4.13**	Supplemental Physical Education Instruction - Classified Physical Education Support Staff.	Yes	$44,885.00	$45,377.00		
4	**4.14**	Certificated Staffing to Support Attendance and Student Engagement	Yes	$4,471.00	$0.00		
4	**4.15**	Enrichment Materials and Supplies.	Yes	$40,000.00	$32,568.00		
4	**4.16**	Certificated Staffing for Expanding Course of Study.	Yes	$430,844.00	$524,229.00		
4	**4.17**	Classified Extended Learning Staff	Yes	$61,914.00	$61,649.00		
5	**5.1**	Certificated Centralized Services Administrative Staff.	Yes	$139,617.00	$137,830.00		
5	**5.2**	Student Engagement Travel	Yes	$52,000.00	$25,600.00		
5	**5.3**	Certificated Pupil Personnel Services (PPS) School Psychologist Staffing.	Yes	$117,808.00	$117,768.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.4**	Classified Resource Technician Staff.	Yes	$35,273.00	$33,721.00		
5	**5.5**	Contracted Health Services.	Yes	$283,294.00	$157,156.00		
5	**5.6**	Parent Engagement Materials and Supplies.	Yes	$9,000.00	$10,726.00		
5	**5.7**	Student Engagement Materials and Supplies.	Yes	$29,000.00	$30,212.00		
5	**5.8**	Professional Consulting Services	Yes	$81,155.00	$162,500.00		
5	**5.9**	Consulting and Operating Expenditures.	Yes	$150,000.00	$80,000.00		
5	**5.10**	Supplemental Equipment	Yes	$100,000.00	$25,000.00		
5	**5.11**	Home to School Communication	Yes	$4,500.00	$4,500.00		
5	**5.12**	Professional Development Consulting Travel and Conference Fees	Yes	$27,500.00	$6,856.00		
5	**5.13**	Engagement Strategies Materials and Supplies	Yes	$30,000.00	$30,000.00		
5	**5.14**	School Climate and Safety Supports and Materials.	Yes	$227,857.00	$51,000.00		

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)
$12,002,943.00	$4,708,565.00	9.302%	48.530%	$5,277,119.00	0.000%	43.965%	$547,959.76	4.565%

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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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