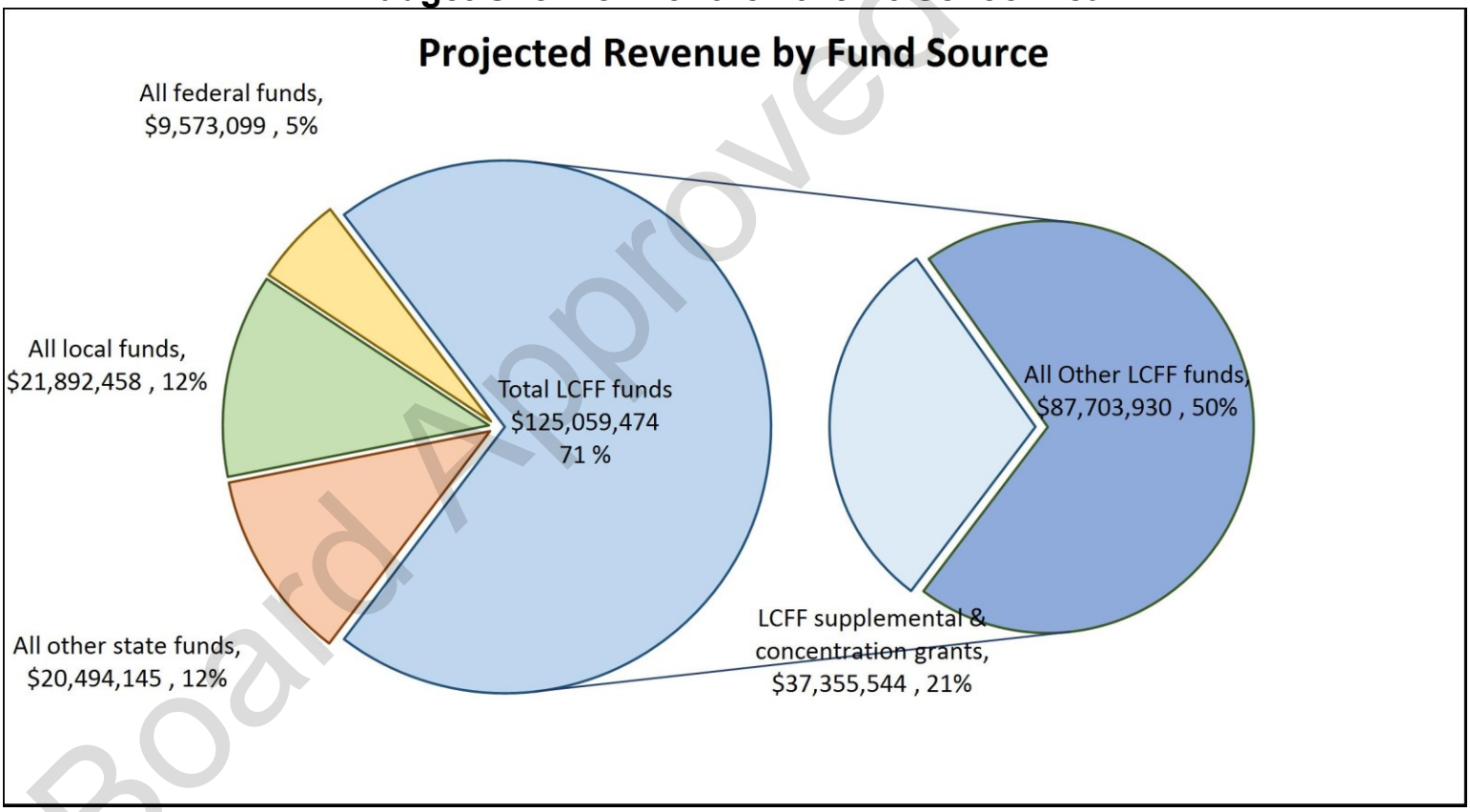
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Calexico Unified School District
CDS Code: 13630990000000
School Year: 2025-26
LEA contact information:
Arturo Jimenez
Superintendent
ajimenez@cusdk12.org
760-768-3888 ext. 3010

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

## Budget Overview for the 2025-26 School Year



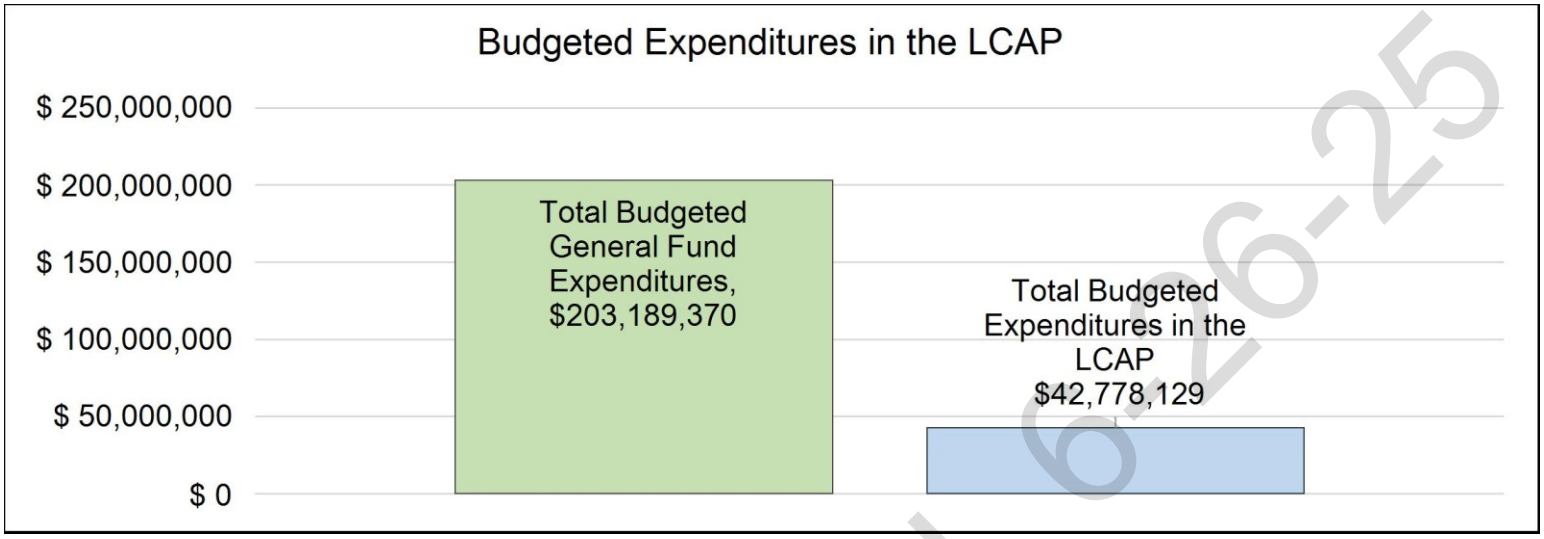

This chart shows the total general purpose revenue Calexico Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Calexico Unified School District is $177,019,176.00, of which $125,059,474.00 is Local Control Funding Formula (LCFF), $20,494,145.00 is other state funds, $21,892,458.00 is local funds, and $9,573,099.00 is federal funds. Of the $125,059,474.00 in LCFF Funds, $37,355,544.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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# 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 Calexico Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Calexico Unified School District plans to spend $203,189,370.00 for the 2025-26 school year. Of that amount, $42,778,129.00 is tied to actions/services in the LCAP and $160,411,241 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the Local Control and Account Plan (LCAP) include employee and salaries and benefits for all of our functional areas including; instruction, general administrative, custodial, business services support, human resources, plant operations, and safety. It also includes books, supplies, and services, and other operating expenditures.

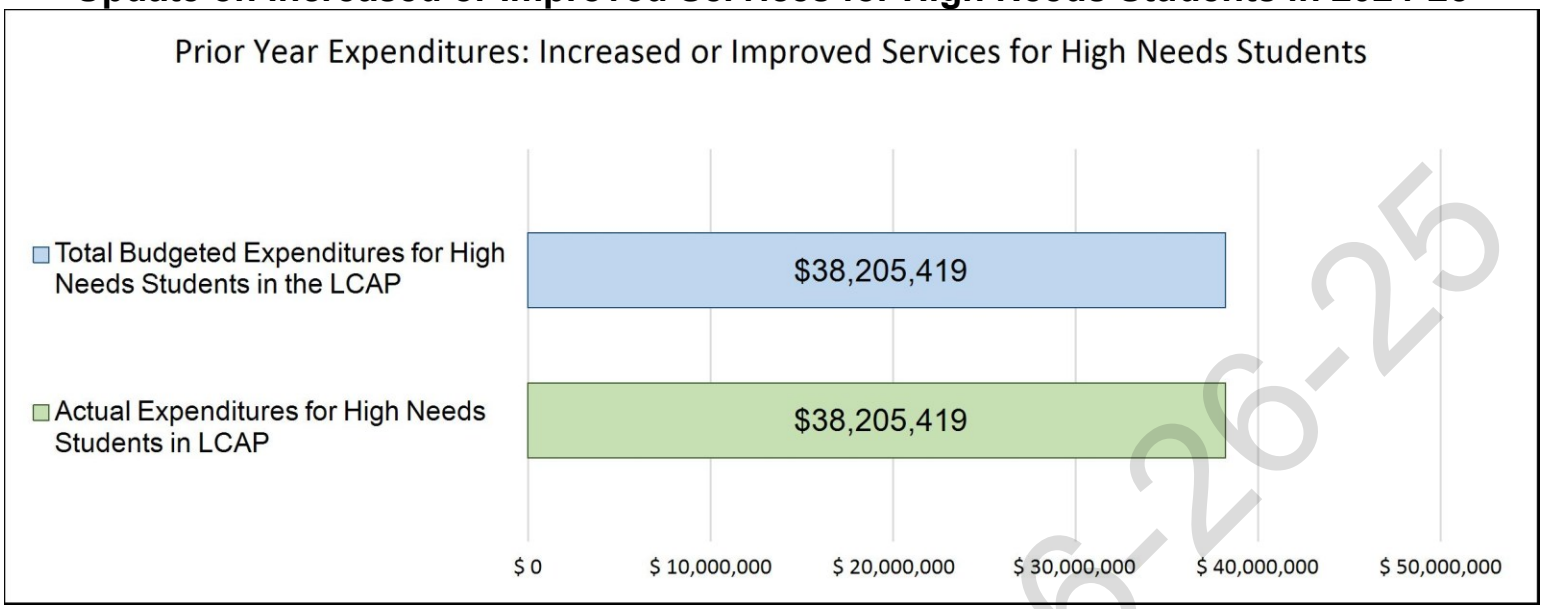
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Calexico Unified School District is projecting it will receive $37,355,544.00 based on the enrollment of foster youth, English learner, and low-income students. Calexico Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Calexico Unified School District plans to spend $37,355,544.00 towards meeting this requirement, as described in the LCAP.

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# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25




This chart compares what Calexico 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 Calexico 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 2024-25, Calexico Unified School District's LCAP budgeted $38,205,419.00 for planned actions to increase or improve services for high needs students. Calexico Unified School District actually spent $38,205,419.00 for actions to increase or improve services for high needs students in 2024-25.

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# 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 |
|---|---|---|
| Calexico Unified School District | Arturo Jimenez<br>Superintendent | ajimenez@cusdk12.org<br>760-768-3888 ext. 3010 |

# Plan Summary [2025-26]

## General Information

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

The city of Calexico is home to 38,224 residents and is one of the most economically disadvantaged regions in California. Calexico is a rural, desert city in southern California that borders the United States/Mexico border. Its sister city across the border is Mexicali, Mexico, population 1.2 million (2025) and is the capital of Baja, California. Calexico lies 50 miles west of Yuma, Arizona and 130 miles east of San Diego, California. The city of Calexico has several pressing safety concerns. It is one of the top three drug trafficking corridors in the US. Trafficking (both drug and human) are prevalent within the city. In some cases, youth are approached to act as mules to cross drugs across the border. Especially vulnerable to these propositions are our socioeconomically disadvantaged students. Over 88% of our students are considered socioeconomically disadvantaged.

Calexico Unified School District serves 8,022 students Pre-k through 12th grade at 12 schools: 1 traditional high school, 1 continuation high school, 2 junior high schools, 7 elementary schools, and 1 community day school, Schools are located in close proximity to the international border. One of our elementary schools is two blocks from the border, our farthest elementary school is approximately 2 miles from the border with the remaining 9 schools (5 additional elementary schools, 2 junior high schools, 1 comprehensive high school (with two physical campuses) and 1 alternative continuation high school lying within 1 mile of the border. Our population is 55.97% English learner (EL), 0.24% foster youth, 88.68% are classified as socioeconomically disadvantaged, our LCFF Unduplicated count is 92.42% and the large majority of our EL (55.97%) students speak Spanish (99.22%). Other groups consist of 3.49% homeless youth, 7.23% migrant education students, and 13.10% students with disabilities.

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Our student population was made up of the following ethnicities:

| Ethnicity | Enrollment | Percent |
|---|---|---|
| African American | 5 | 0.06% |
| American Indian or Alaska Native | 4 | 0.05% |
| Asian | 13 | 0.16% |
| Hispanic or Latino | 7,959 | 99.22% |
| White | 30 | 0.37% |
| Multiple | 0 | 0.00% |
| Not Reported | 11 | 0.14% |
| Total | 8,022 | 100% |

This year, the district continued to receive the Equity Multiplier state funds. According to California Education Code 42238.024 for the 2025-26 school year, The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. Pinnacle Hall Community School and Aurora High School qualified for this funding. Aurora High School had a non-stability rate of 54.78% and student enrollment consisted of 83.48% socioeconomically disadvantaged students. Pinnacle Hall Community School had a non-stability rate of 85% and student enrollment consisted of 90% socioeconomically disadvantaged students.

We are committed to increasing student achievement through a purposeful and effective instructional program, engaging all students in academically rigorous learning. All staff will be provided professional development to enhance professional practices that lead to the academic achievement of our students. Parents, community and staff will work collaboratively to support students in achieving their personal, social and career goals. We will create academic pathways and a supportive environment that prepares all students to be college and career ready, allowing them to compete and succeed in a global society.

# Reflections: Annual Performance

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

2024-25 Reflection Review

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Reflecting on our local data and California Dashboard annual performance, we have identified successes and challenges that have guided the development of our plan. During the 2024-25 school year, we maintained our focus on curriculum alignment for teachers, aiming to establish a common vision and adopt shared practices for Professional Learning Community (PLC) work. We continue to identify weighted Common Core and grade-level standards for English Language Arts (ELA) and Mathematics at both the elementary and secondary levels. During the 2024-25 school year we initiated the process with Science and Social Science teachers. Teachers updated their Target Standards Matrix for ELA and Mathematics, comprising five units with five focus standards for each unit per grade level/subject area, delineating learning targets and success criteria. Additionally, teachers revised their five common unit assessments for ELA and Mathematics to align with SBAC technical specifications for each grade level/subject area. Following the administration of each unit test, administrators, with the support of consultants, facilitated data reflection sessions with teachers. There was evidence that this targeted effort yielded improved student outcomes in some schools more than others. Additional teacher training was provided this school year to address both constructed writing responses and brief writes in order to address student writing skills.

In the 2024 SBAC, every student group included in our metrics, with the exception of the students with disabilities group, experienced a slight decrease in meeting or exceeding the ELA standards compared to the 2023-24 school year. The ALL group saw a decrease of 0.68% (from 28.25% to 27.57%) and the English learners group decreased by 1.87% (from 9.20% to 7.33%). New metrics were added for our long-term English learner group, showing a decrease of 2.51% (from 7.06% to 4.55%). The socioeconomically disadvantaged group decreased by 0.69% (from 26.11% to 25.42%), the students with disabilities group increased by 0.8% (from 5.85% to 6.65%), the homeless group decreased by 2.55% (from 17.61% to 15.06%) and our Hispanic group decreased by 0.62% (from 28.20% to 27.58%). Among the grade levels that saw the greatest gains were fourth grade, which increased by 4.57% (from 18.13% to 22.70%), and eighth grade, which increased by 1.17% (from 27.45% to 28.62%).

Through the 2023-24 i-Ready reading diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 14% to 15% and "early on grade level" stayed at 14%. We also reduced the number of students categorized as "2 grade levels below" from 17% to 14%. Despite the increases in ELA, we still face gaps. In 2024-25 preliminary i-Ready data, we observed a 11% increase in Reading "Mid or above grade level" from Fall to Spring (5% to 16%).

While 27.57% of our ALL-student group met/exceeded standards on the ELA, only 7.33% of our English learners did (a 20.2% gap), and 25.42% of our socioeconomically disadvantaged students did (a 2.15% gap). At the district level, the 2024 CA Dashboard shows English learners, long-term English learners, socioeconomically disadvantaged, students with disabilities and homeless student groups performed at a "red" level in ELA. Blanche Charles Elementary had homeless and students with disabilities in the “red” level. Jefferson Elementary had the ALL group, English learners, Hispanic, and socioeconomically disadvantaged student groups in the “red”. Kennedy Gardens Elementary had the following groups in the "red" level: ALL, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Rockwood Elementary had the ALL-student group, Hispanic, and socioeconomically disadvantaged in “red”. Similarly, both junior high schools had student groups in red. Cesar Chavez Elementary, Dool Elementary and Mains Elementary had no group in “red”. Enrique Camarena Jr. High had the following groups in the "red" level: English learners, long-term English learners, socioeconomically disadvantaged, and students with disabilities. William Moreno Jr. High had homeless, long-term English learners, students with disabilities groups in “red”. Calexico High School had English learners and long-term English learners in “red”, while Aurora High School was not provided with performance colors due to low numbers.

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When disaggregating the ELA data by grade level, we noticed that third grade had a -3.69% decrease, fourth grade had a 4.57% increase, fifth grade had a 1.01% decrease and 6th grade had a 1.94% decrease. Seventh graders and eleventh graders also had a decline (-1.69%, -0.97%), while eighth graders had a 1.17% increase. When looking at school site ELA data, Blanche Charles Elementary fourth grade increased by 16.63%. The rest of the grade levels had decreased between 5.07% and 12.24%. Cesar Chavez Elementary had large increases in third grade (13.92%), fourth grade (13.27%) and fifth grade (10%) with sixth grade declining by 6.71%. Dool Elementary also increased in fourth grade (5.2%), fifth grade (7.78%) and sixth grade (0.69%), with a decrease in third grade of 2.53%. Jefferson Elementary had decreases in all grades between -0.73% and -10.25%. Kennedy Gardens Elementary had an increase of 0.54% in fourth grade and decreases in the rest of the grades between 0.3.1% and 12.48%. Mains Elementary also had increases in fourth grade (8.75%) and sixth grade (7.25%) and decreases in the remaining two grades, third (4.99%), fifth (9.55%). Similarly, Rockwood Elementary had increases in fourth grade (0.19%) and sixth grade (3.69%) and decreases in the remaining two grades, third (8.22%), fifth (6.75%). At the secondary level, Enrique Camarena Jr. High School had ELA decreases in both seventh (10.75%) and eighth (0.79%) grade levels, while William Moreno Jr. High had increases in both seventh (18.7%) and eighth (2.82%) grade levels. Aurora High School (-5.23%) and Calexico High School (-2.27%) had decreases in eleventh grade.

In the 2024 SBAC, several of our student groups included in our metrics, with the exception of the English learners, long-term English learners and homeless groups, experienced an increase in meeting or exceeding the mathematics standards compared to the 2023-24 school year. The ALL group saw a small increase of 0.3% (from 16.93% to 17.23%), the socioeconomically disadvantaged group increased by 0.48% (from 15.49% to 15.97%), the students with disability group increased by 3.22% (from 4.22% to 7.44%), and our Hispanic group increased by 0.33% (from 16.86% to 17.19%). Our English learner group had a decrease of 0.65% (from 7.09% to 6.44%), our long-term English learner group had a decrease of 0.44% (from 2.08% to 1.64%), and our homeless group had a decrease of 0.37% (from 10.48% to 10.11%). Despite the increases in mathematics, we still face gaps. Through i-Ready 2023-24 mathematics diagnostic assessment, we observed an increase in students placing in “mid or above grade level” from 9% to 11% and “early on grade level" remained the same at 14%. We also reduced the number of students categorized as "three or more grade levels below" from 29% to 21%. In 2024-25 i-Ready preliminary mathematics data, we observed a 11% increase in the Math “Mid or above grade level” from Fall to Spring (2% to 13%).

Whereas 17.23% of our ALL-student group met or exceeded standards in mathematics, only 6.44% of our English learners did (a 10.79% gap), 15.97% of our socioeconomically disadvantaged students did (a 1.26% gap), and 7.44% of our students with disabilities did (a 9.79% gap). At the district level, the 2024 CA Dashboard shows the ALL group, long-term English learners, homeless, and socioeconomically disadvantaged student groups performed at a "red" level in mathematics. At the site level, Blanche Charles Elementary has homeless and students with disabilities in the “red” level Dool Elementary only had the students with disabilities in “red”. Kennedy Gardens Elementary had the following groups in the "red" level: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. Rockwood Elementary only had the homeless group in “red”. William Moreno Jr. High and Enrique Camarena Junior High both had long-term English learners in “red”. Cesar Chavez Elementary, Jefferson Elementary and Mains Elementary had no group in “red”. Enrique Camarena Jr. High School, additionally, had long-term English learners and students with disabilities in the "red" level. Calexico High School had the ALL group, Hispanic, long-term English learners and socioeconomically disadvantaged student groups in “red”, while Aurora High School was not provided with performance colors due to low numbers. When disaggregating the mathematics data by grade level, we noticed the grade levels that saw the greatest gains were fourth grade, which increased by 2.89% (from 17.88% to 20.77%), fifth grade, which increased by 2.57% (from 11.74% to 14.31%), sixth grade, which increased by 1.54% (from 16.54% to 18.08%) and eighth grade, which increased by 0.87% (from 19.41% to 120.28%). The following grade levels had a decline in mathematics; third grade (-2.57%), seventh grade (-0.18%), and eleventh grade (-2.82%).

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When looking at school site data, Blanche Charles Elementary had an increase in fourth grade (7.64%) and sixth grade (7.7%) and decreases in third grade (-0.79%) and fifth grade (-9.12%). Cesar Chavez Elementary had an increase in all grades between 0.12% and 12.14%. Dool Elementary had an increase in fourth grade (6.51%) and fifth grade (4.45%) and decreases in third grade (-2.82%) and sixth grade (-9.12%). Jefferson Elementary had decreases in third grade (-6.31%), fourth grade (-5.23%) and fifth grade (-4.89%), while sixth grade had a 2.92% increase (from 14.56% to 17.48%). Kennedy Gardens Elementary had an increase in fourth grade (5.37%) and sixth grade (2.66%) and decreases in third grade (-20.32%) and fifth grade (-0.62%). Mains Elementary had increases in fourth grade (3.89%), fifth grade (5.03%) and sixth grade (13.57%), while third grade had a 3.63% decrease (from 12.73% to 9.10%). Rockwood Elementary had an increase in third grade (1.52%) and fifth grade (2.62%) and decreases in fourth grade (-4.6%) and sixth grade (-2.04%). At the secondary level, Enrique Camarena Jr. High School also had a decrease in seventh grade of 3.79% and an increase in eighth grade of 1.06%. William Moreno Jr. High had an increase of 3.97% in seventh grade and a decrease of 0.79% in eighth grade. Calexico High School had a 3.54% decrease, while Aurora High School continues to have a 0% score.

In the 2024 SBAC, while 12.87% of our ALL-student group met/exceeded standards on the CAST Science Test, only 1.85% of our English learners did (a 10.95% gap), 11.25% of our socioeconomically disadvantaged students did (a 1.62% gap) and 5.03% of our students with disabilities did (a 7.84% gap). All of our student groups included in our metrics saw an increase in meeting or exceeding the science standards compared to the 2023 school year. The ALL group experienced an increase of 1.85% (from 11.09% to 12.87%), the English learners group increased by 0.47% (from 1.38% to 1.85%), the long-term English learners group increased by 0.38% (from 0.65% to 1.03%),the socioeconomically disadvantaged group increased by 1.55% (from 9.7% to 11.25%), the students with disabilities increased by 3.19% (from 1.84% to 5.03%), the homeless group increased by 2.72 % (from 7.19% to 9.91%), and our Hispanic group increased by 1.86% (from 10.96% to 12.82%). When disaggregating the science data by grade level, we noticed that fifth grade had a decrease of 0.2%, while both eighth and eleventh grades had slight increases, 5.3% and 0.62%, respectively. At a site level, Blanche Charles Elementary had a 6.73% growth, Cesar Chavez Elementary had a 0.79% decrease, Dool Elementary had a 4.34% increase, Jefferson Elementary had a 7.79% decline, Kennedy Gardens Elementary had a 4.86% decrease, Mains Elementary had a 5.63% decrease and Rockwood Elementary had a 1.39% decline. At the secondary level, Enrique Camarena Junior High (+8.64%) William Moreno Jr. High (+1.27%), and Calexico High School (0.09%) had increases, while Aurora High School had a 4.26% in eleventh grade and 1.77% decrease in twelfth grade.

Based on the 2024 California Dashboard, we experienced a 3.4% increase in the English Learner Progress Indicator (ELPI), rising from 43.5% to 46.9%. This means that about 47% of our English learners are making progress towards language proficiency. Blanche Charles Elementary (+5%), Jefferson Elementary (+2.6%), Kennedy Gardens Elementary (+6.7%) and Calexico High School (+22.7%) l had increases compared to 2023. Aurora maintained their status and is in the “red” level n the ELPI. Mains Elementary had a decline of 16.7% and is in the “red” level and Enrique Camarena had a decline of 18.4% and is also on the "red" level under the ELPI. In 2024, our English learner reclassification rate increased by 1%, climbing from 9.8% to 10.8%. Additionally, there was a 1.42% increase in the number of English learners performing at level 4 in the ELPAC, rising from 10.78% to 12.20%. Long-term English learners increased from 11.32% achieving a level 4 to 14.68% (+3.36%). In 2023-24 our level 4 students had a reclassification rate of 75.10%, a 3.2% decrease compared to 2022-23 (78.3%). In addition, 29% of our level 3 students progressed to a level 4.

As a district, we continue to implement five-unit assessments—created by teachers—each focused on five essential standards. After every unit assessment, teachers participate in data reflection sessions to identify unmet standards, target specific students, and develop instructional strategies to address student needs and improve outcomes. These efforts are implemented in English language arts,

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mathematics, science, and social science at the secondary level, and in English language arts and mathematics at the elementary level. In addition, principals engage in META meetings with an assigned Orenda coach to review schoolwide data and determine how best to support their staff. At the district level, we hold MEGA meetings with the Educational Services team, facilitated by an Orenda coach, to review data from all schools and determine the professional learning or additional supports needed to assist school sites in this work.

Through our Administrative Power Clinics, we continue to bring together district and site administrators for a leadership series focused on instructional leadership. This series supports the analysis of unit assessment findings and helps guide leadership teams in identifying next steps for lesson delivery design. Additionally, we maintain our focus on guidance alignment. Our Orenda specialists facilitate four sessions with secondary schools to reflect on on-track metrics for college and career readiness, including attendance, conduct, grades, common assessment results, course placements, school affiliations, and social-emotional supports. We also continue to provide training in various areas. District administrators, site administrators, academic support teachers, EL specialists, and EL intervention teachers have received ongoing training on the EL Roadmap, integrated and designated English language development.

According to the 2024 California Dashboard, our base data for the College and Career Indicator (CCI) shows the following: the ALL student group has a rate of 32.7%, while English learners are at 13.3% (a 19.4% gap; a decrease of 1.1% compared to 2023), socioeconomically disadvantaged students are at 31.1% (a 1.6% gap; a decrease of 0.4% compared to 2023), students with disabilities are at 7.5% (a 25.2% gap; an increase of 0.5% compared to 2023), and the homeless student group is at 17% (a 15.7% gap; a 7.3% increase compared to 2023). At the district level, the students with disabilities group performed at the "red" level on CCI. At Calexico High School, this group also performed at the "red" level. Aurora High School had the following student groups in the "red" level: ALL, English learners, Hispanic, long-term English learners, and socioeconomically disadvantaged students.

Despite persistent gaps, every student group—except the homeless group, which saw a 3.6% decrease—demonstrated growth in the CCI in 2024. The ALL-student group increased by 3.7% (from 29% to 32.7%), English learners by 3.7% (from 9.6% to 13.3%), socioeconomically disadvantaged students by 3.7% (from 27.4% to 31.1%), students with disabilities by 0.5% (from 7% to 7.5%), and the Hispanic group by 3.5% (from 28.7% to 32.2%). Additionally, the percentage of students meeting the CCI via A-G requirements increased from 21.6% to 25.6%. Students meeting the CCI through both CTE and A-G more than doubled in 2024, rising from 6.1% to 14.9%. Furthermore, the percentage of students meeting the CCI via Leadership Military Science increased significantly, from 11% to 32.3%—a 21.3 percentage point increase.

Based on the 2024 California School Dashboard, all student groups experienced an increase in graduation rates. The ALL-student group had a 12.3 percentage point increase, rising from 81.2% to 93.5%. The graduation rate for socioeconomically disadvantaged students increased from 79.9% to 93.8% (+13.9%), students with disabilities increased from 87.5% to 91.2% (+3.7%), homeless students increased from 73.3% to 85.7% (+12.4%), and Hispanic students increased from 81.1% to 93.4% (+12.3%). English learners saw the greatest improvement, with an increase from 75.1% to 90.8% (+15.7%). Neither Calexico High School nor Aurora High School had any student groups in the “red” performance level for graduation. As a result of rising graduation rates, dropout rates for all student groups decreased in 2024, according to DataQuest. The ALL-student group dropout rate decreased from 16.8% to 5.6%, English learners dropped from 23% to 7.9%, socioeconomically disadvantaged students from 18% to 5.3%, students with disabilities from 4.6% to 3.1%, homeless students from 24.5% to 13.2%, and Hispanic students from 16.9% to 5.7%.

As part of efforts to increase graduation rates and improve performance on the College and Career Indicator (CCI), the district has been actively promoting participation in Advanced Placement (AP) classes, Career Technical Education (CTE) pathways, Dual Enrollment, and the

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Seal of Biliteracy. In 2024, although there was a 0.79 percentage point decrease in the percentage of 11th-grade students enrolled in AP classes (from 20.09% to 19.3%), there was a 7.76 percentage point increase among 12th-grade students, rising from 18.97% to 26.73%. According to our 2024 AP Score Report, 72% of students passed AP exams with a score of 3 or higher, an 8-percentage point increase from 2023 (64%). While most student groups showed a slight decline in meeting the CCI via AP exams, English learners demonstrated growth with a 0.7 percentage point increase (from 1.4% to 2.1%). Similarly, they were the only group that showed an increase in meeting A-G requirements, growing from 12.1% to 14.0%, according to the 2024 DataQuest report.

We also observed an increase in CTE participation. The percentage of 11th-grade students enrolled in a CTE pathway rose from 61.09% to 61.73% (+0.64%), and 12th-grade enrollment increased from 32.27% to 42.05% (+9.78%). Based on our CALPADS and Synergy reports, more students were enrolled in CTE capstone courses in 2024 compared to 2023, ensuring greater opportunities to meet the CCI through pathway completion. The percentage of students enrolled in a capstone course increased significantly across multiple groups: ALL students from 41.5% to 90.3%, English learners from 9.2% to 17.2%, socioeconomically disadvantaged students from 31.2% to 74.6%, and students with disabilities from 1.3% to 4.7%. Increases were also seen in students meeting the CCI via the CTE pathway and SBAC or dual enrollment, with English learners increasing from 3.5% to 8.5%, socioeconomically disadvantaged students from 35.7% to 37.9%, and students with disabilities from 0% to 0.4%. However, slight decreases were noted for the ALL-student group, as well as homeless and Hispanic students in this category.

Students meeting the CCI through a combination of CTE pathway and A-G requirements increased significantly, rising from 6.1% to 14.9%. Dual enrollment participation also showed overall improvement. Among 11th-grade students, enrollment increased from 7.96% to 12.77% (+4.81%), and among 12th graders, from 6.90% to 8.56% (+1.66%). While the total number of students enrolled in dual enrollment courses decreased by 28 students according to the 2024 Synergy Report, notable gains were made among socioeconomically disadvantaged students, who increased from 75% to 89.97% (+14.97%), and homeless students, who increased from 0.7% to 16.66% (+15.96%). However, there were slight declines in enrollment among English learners, students with disabilities, and Hispanic students.

In 2024, Seal of Biliteracy attainment declined slightly for all student groups except English learners, who saw a 0.8 percentage point increase from 4.4% to 5.2%. The ALL-student group decreased from 18% to 14.1%, socioeconomically disadvantaged students from 17.9% to 14.0%, homeless students from 14.9% to 11.1%, and Hispanic students from 18.7% to 14.1%. The percentage for students with disabilities remained unchanged at 0%.

We continue to offer students the opportunity to complete A-G courses through Cyber High and Subject.com credit recovery programs offered after school and during summer school (Action 3.5). During semester one of the 2024-25 school year at Calexico High School, we observed a slight decrease in the number of “Fs” compared to semester one of the 2023-24 school year (from 2049 to 2032 F’s). Notably, English learners obtained sixty-six percent (66%) of those “F’s”. Calexico High School students successfully recovered 1,495 semester credits by the end of the first semester of the 2024–25 school year, a significant increase from the 421 credits recovered during the 2023–24 school year. Additionally, 9th-grade students this year were able to recover first-semester credits through the Expanded Learning Program beginning in the second semester. Similarly, Aurora High School students had the opportunity to recover courses during Trimesters 2 and 3. Between August 2024 and May 2025, through the Expanded Learning Program, 734 unique students (grades 9–12) were assigned courses and successfully completed 995 courses, resulting in a total of 4,975 credits recovered.

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Based on the 2024 California Dashboard, chronic absenteeism increased for all student groups with the exception of foster youth, whose rate decreased significantly from 47.6% to 15.4% (a 32.2 percentage point decrease). The ALL-student group increased by 4.4 percentage points (from 36.7% to 41.1%), English learners increased by 4.5 points (from 41.5% to 46%), socioeconomically disadvantaged students increased by 4.3 points (from 38.2% to 42.5%), students with disabilities increased by 1.8 points (from 47% to 48.8%), and homeless students increased by 8 points (from 45.8% to 53.8%). The Hispanic student group also saw a 4.5-point increase (from 36.7% to 41.2%). At the district level, the following student groups were in the “red” performance level in chronic absenteeism: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities.

At the elementary level, Blanche Charles Elementary and Kennedy Gardens Elementary had the following groups in “red”: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. Cesar Chavez Elementary and Rockwood Elementary had the following groups in “red”: ALL, English learners, Hispanic, homeless, and socioeconomically disadvantaged. Jefferson Elementary and Mains Elementary had ALL, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities in red. Dool Elementary had only the homeless student group in “red”. Notably, no student group was identified at the “red” level in our two junior high schools.

Our MTSS Coordinator continues to lead the District Attendance Campaign to reduce chronic absenteeism. According to our Synergy attendance P2 report, our average daily attendance (ADA) increased from 92.58% to 93% during the 2023–24 school year. Similarly, our local A2A report indicated an increase in overall attendance from 90.9% to 91.5% in 2024. We continue to monitor student attendance through our A2A program, which involves generating parent notification letters and conducting parent conferences. Based on the 2023-24 A2A report, on average, we sent out 655 parent communications per week. By June 12, 2024 we sent out 17,689 parent communication pieces; we sent 5,495 First Truancy Notification Letters, 4,083 Excused Absence 1 Letters, 3,677 Second Truancy Notification Letters, 1,809 Excessive Excused Absence II Letters, 1,150 Third Truancy Notification Letter and 1,475 Conference Notifications.

By February 5, 2025, we sent our 10,256 parents communication pieces which included 3,962 First Truancy Notification Letters. The number of notification letters dropped to 2,096 (-47.1%) by the Second Truancy Notification Letter. By the Third Truancy Letter issuance, only 192 letters were delivered. (Action 4.2). In addition, every month site and district administrators receive monthly communique via email displaying the percentage of conferences that have been addressed, conferences pending to be scheduled, in progress and closed by the school site. As part of our Guidance Alignment efforts at the secondary level, school counselors actively collect and monitor attendance data, and our student group specialists consistently emphasize the importance of attendance during case management sessions.

Compared to the 2023 California Dashboard, our suspension rates in 2024 decreased across all student groups. The "ALL" student group saw a decrease of 2.2 percentage points (from 5.3% to 3.1%). The English learner group decreased by 2.5 points (from 6.1% to 3.6%), and the long-term English learner group had a significant decrease of 6.3 points (from 15% to 8.7%). The socioeconomically disadvantaged group decreased by 2.3 points (from 5.6% to 3.3%), and students with disabilities decreased by 2.4 points (from 7.6% to 5.2%). The foster youth group experienced the largest decrease, dropping 12.2 points (from 17.6% to 5.4%). The homeless student group decreased by 1.3 points (from 7% to 5.7%), and the Hispanic student group decreased by 2.2 points (from 5.3% to 3.1%). Notably, no student group was identified at the “red” level in any of our schools.

Our expulsion rate continues to remain below 1%, currently at 0.1%. Our MTSS Coordinator continues to streamline the discipline referral system, develop a behavior flowchart, structure student intervention and support classes, and align outcomes with our PBIS work led by the

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County Office of Education (Action 4.1). Jefferson Elementary School received California PBIS's Silver Implementation Award for the 2023–2024 school year. This award is granted to schools that have fully implemented the core elements of PBIS at Tier 1 and have also demonstrated success in establishing Tier 2 support for students requiring additional interventions. To earn this recognition, Jefferson Elementary demonstrated consistent, data-based decision-making, sustained fidelity to PBIS principles, and positive student outcomes—including improvements in school climate and reductions in behavioral incidents.

Our MTSS Coordinator is collaborating with all school sites and encouraging them to apply for PBIS recognition. We continue to serve our at-promise students at our Community Day School, funded through Action 4.9. This year, we discontinued our Independent Study Program due to low student enrollment. We provided students with opportunities to attend leadership workshops (Action 4.8), and funds were set aside to support foster and homeless youth participation in student activities (Action 4.12). Case management services for foster and homeless youth continue to be provided by our Foster Youth and Homeless Liaisons, Migrant Specialists, EL Specialists, and Licensed Clinical Social Workers (Action 4.11). These collective efforts have contributed to progress in increasing pupil engagement and improving school climate.

Toward the end of the 2023–24 academic year, the district secured the Community Schools Implementation Grant for four schools: William Moreno Jr. High, Mains Elementary, Rockwood Elementary, and Dool Elementary. This year, our Director of Community Schools, in collaboration with the schools' steering committees, applied for the remaining school sites to bring similar support to all school communities (Actions 4.11, 5.4). On May 7, 2025, all seven remaining schools were awarded the Community Schools Implementation Grant, officially designating Calexico Unified School District as a Community Schools District. We strongly advocate for parental involvement in supporting student success and look forward to the opportunities this grant will provide to foster stronger family-school connections. Schools continue to promote parent participation in decision-making through School Site Councils, English Learner Advisory Committees, and School Safety Plan Committees (Action 5.1). Our Parent Center continues to host all parent training (Action 5.3), and we maintain an updated Parent Google Calendar to help school sites and district office programs coordinate meetings and prevent scheduling conflicts. Additionally, we offer a variety of district-led training that address academics, social-emotional learning, and strategies for strengthening home-school relationships (Action 5.3).

Our family resource staff continues to communicate with parents and students (foster students, homeless, migrant, English learners, etc.) to provide support, case management, training, and resources (Action 4.11). We continue to communicate with our parents via social media platforms, virtual and in-person conference meetings, school and district websites, videos, marquees, Remind/Parent Square App, flyers, surveys, phone calls, and emails in both English and Spanish (Action 5.5). Licensed Clinical Social Workers (LCSW) continue to follow up on Family Resource Referrals, collaborate with Imperial County Behavioral Health Services (ICBHS), and check in with parents (Action 5.5). They connect parents with outside agencies, such as ICBHS, collaborate with teachers, counselors, and school psychologists concerning student needs. The LCSWs provide therapy sessions with students via telephone, internet video conferencing, and in-person. Our Foster and Homeless Liaisons also continue to contact our homeless and foster families throughout the district to see what they need in regard to outside agencies and resources (Action 5.5).

The district continues to partner with outside agencies such as CAP Council, CABE, and Sure Helpline to provide parenting sessions. During the 2023-24 school year, 20 parents participated in the 8-week CAP Council Provide parent training, 16 parents participated in the 12-week Sure Help training, and 16 parents completed the 12-week CABE training. Over 1500 parents attended elementary parent workshops, and our Family Resource Center had additional parent training in the area of community schools, fentanyl awareness, social-emotional learning at home, mental health awareness, and school safety briefing. Secondary sites continue to offer multiple workshops on multiple subjects

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such as FAFSA, Scholarships, AVID, SEL, Safety, etc. This school year we hosted our Second Annual Parent Summit, which included six structured workshops (SEL, Safety, CTE/CCI, ELD/Tech, Nutrition and SPED Services). We had over 100 participants. Similarly, we had over 75 participants, on average, in our three LCAP Parent and Community Forums (Action 5.1). 100% of our students have 1:1 device, and 95% of staff have updated devices (Action 2.2). 98.03% of our schools ranked good or exemplary in our FIT Tool.

To maintain and enhance our successes, we have devised several strategies across different goals:

Goal 1: Curriculum, Instruction and Assessments
* Teachers will have dedicated time for curricular planning, data reflection, and data analysis (Action 1.1).
* Investment in updated instructional materials for all grade levels will continue (Actions 1.1, 1.2, 1.4).
* We will continue to monitor English learner progress, supported by our specialists and our various committees (Actions 1.4, 1.5).
* Supporting the California English Learner Roadmap remains a priority, ensuring daily English Language Development for all learners (Action 1.4).
* Professional development for teachers will focus on implementing state standards effectively with a variety of strategies (Action 1.7).

Goal 2: Technology
* Provide professional development for staff on instructional technology (Action 2.1).
* Implement, and maintain technology hardware, systems, and instructional applications to ensure students have access to current technology skills and optimal learning tools (Action 2.2).

Goal 3: Portrait of a Graduate
* Counseling services will be expanded to support academic, career, and social development K-12 (Action 3.1).
* Integrate a middle school-to-graduation plan focused on academic goal-setting, grade tracking, and fulfilling graduation requirements (Action 3.2)
* Advanced coursework opportunities will be provided, including advanced placement, dual enrollment, and career education (Action 3.4).
* Alternative coursework opportunities will help students complete or recover credits beyond regular hours (3.5).

Goal 4: Pupil Engagement and School Climate
* Enhance positive behavior supports and interventions, socio-emotional, and mental health support to create a conducive learning environment (Action 4.1).
* Professional development in social-emotional learning will benefit students, parents, and staff (Action 4.1).
* We will continue to monitor student attendance with the support of our attendance staff (Action 4.2).
* Extended day enrichment, intervention programs, and engaging activities will be available for all students, prioritizing English learners, foster youth, homeless
youth, socioeconomic disadvantaged, students with disabilities and Hispanic student groups (Actions 4.3, 4.4, 4.5, 4.6, 4.7).
* Case management services will be offered to at-promise student groups to ensure academic success (Action 4.11).

Goal 5: Parent Engagement
* Continue with parent engagement initiatives, including leadership institutes, to empower families to support their children (Actions 5.2, 5.3, 5.4).

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* Communicate all information and delivery of training/workshops in both English and Spanish (Action 5.5).

Goal 6 Safety
* Conduct ongoing meetings to review, identify, and propose solutions to enhance student safety and address safety concerns through professional development, training, equipment, and other safety services (Actions 6.1, 6.2).
* Maintain clean and safe facilities (Actions 6.1, 6.3)
* Provide students appropriate health care services and increase student wellbeing (Action 6.5).

We continue to have challenges with student groups at both the district level and the site level. Based on the California School Dashboard, under Priority 4, at the district level, the following student groups were in the “red” performance level in ELA: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. At the elementary level, Blanche Charles Elementary and Kennedy Gardens Elementary had the following groups in “red”: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. Cesar Chavez Elementary and Rockwood Elementary had the following groups in “red”: ALL, English learners, Hispanic, homeless, and socioeconomically disadvantaged. Jefferson Elementary and Mains Elementary had ALL, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities in red. Dool Elementary had only the homeless student group in “red”. Notably, no student group was identified at the “red” level in our two junior high schools. Aurora maintained their status and is in the “red” level in the ELPI. Mains Elementary had a decline of 16.7% and is in the “red” level and Enrique Camarena had a decline of 18.4% and is also on the "red" level under the ELPI.

At the district level, the 2024 CA Dashboard shows the ALL group, long-term English learners, homeless, and socioeconomically disadvantaged student groups performed at a "red" level in mathematics. At the site level, Blanche Charles Elementary has homeless and students with disabilities in the “red” level. Dool Elementary only had the students with disabilities in “red”. Kennedy Gardens Elementary had the following groups in the "red" level: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. Rockwood Elementary only had the homeless group in “red”. William Moreno Jr. High and Enrique Camarena Junior High both had long-term English learners in “red”. Cesar Chavez Elementary, Jefferson Elementary and Mains Elementary had no group in “red”. Enrique Camarena Jr. High School, additionally, had long-term English learners and students with disabilities in the "red" level. Calexico High School had the ALL group, Hispanic, long-term English learners and socioeconomically disadvantaged student groups in “red”, while Aurora High School was not provided with performance colors due to low numbers.

Under Priority 5, At the district level, the following student groups were in the “red” performance level in chronic absenteeism: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. At the elementary level, Blanche Charles Elementary and Kennedy Gardens Elementary had the following groups in “red”: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. Cesar Chavez Elementary and Rockwood Elementary had the following groups in “red”: ALL, English learners, Hispanic, homeless, and socioeconomically disadvantaged. Jefferson Elementary and Mains Elementary had ALL, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities in red. Dool Elementary had only the homeless student group in “red”. Notably, no student group was identified at the “red” level in our two junior high schools. Neither Calexico High School nor Aurora High School had any student groups in the “red” performance level for graduation.

Under Priority 6, no student group was identified at the “red” level in any of our schools.

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Under Priority 7, at the district level, the students with disabilities group performed at the "red" level on CCI. At Calexico High School, this group also performed at the "red" level. Aurora High School had the following student groups in the "red" level: ALL, English learners, Hispanic, long-term English learners, and socioeconomically disadvantaged students.

To address these challenges and improve performance, specific actions are planned:

Goal 1: Curriculum, Instruction and Assessments
* A Comprehensive support to schools in aligning curriculum with state standards, monitoring student progress, and refining curriculum and assessments (Action 1.1).
* Continued investment in coaching for instructional strategies and pedagogy (Action 1.1).
* Targeted support and intervention programs will cater to at-promise student groups, prioritizing English learners, foster youth, homeless youth, socioeconomic disadvantaged, students with disabilities and Hispanic student groups (Actions 1.2, 1.4, and 1.6).
* Instructional assistants facilitating small group instruction tailored primarily for English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, and homeless students, fostering increased school readiness (Action 1.3)
* Monitor English learners ELPAC scores and progress for reclassification status (Action 1.4 and 1.5).
* Providing district-wide professional development for certificated and classified staff to implement state standards and evidence-based instructional strategies (Action 1.7)

Goal 2: Technology
* Use Database Management Systems to manage data and retrieve data to support student academic performance by providing insights into progress, identifying improvement areas, informing instructional strategies, and enabling data-driven decisions for effective learning (Action 2.3).

Goal 3: Portrait of a Graduate
*We will monitor student progress towards College and Career Indicator prepared status, supported by our counselors, and focusing on English learners, socioeconomic disadvantaged, students with disabilities, homeless and Hispanic student groups (Action 3.1).
* Implement a six-year academic plan, helping students set academic goals, track and maintain grades, and meet graduation requirements (Action 3.2).
* Exploration of partnerships with higher education institutions and community agencies for college readiness (Action 3.4).
* Continue with opportunities for students to complete coursework beyond regular hours (Action 3.5).

Goal 4: Pupil Engagement and School Climate
* Improvement of Positive Behavioral Interventions and Supports (PBIS) to enhance behavioral supports and interventions (Action 4.1).
* Collaborate with MTSS structure teams to guarantee the faithful implementation and monitoring of all essential MTSS components (Action 4.1).
* Emphasis on literacy, writing, and mathematics through tutoring, enrichment, and summer school (Actions 4.2 and 4.7).
* Enhanced monitoring of student attendance and provision of case management for at-promise student groups, prioritizing English learners, foster youth, homeless youth, socioeconomic disadvantaged, students with disabilities and Hispanic student groups (Actions 4.2 and 4.11)

Goal 5 Parent Engagement

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* Offer parent training/workshops and leadership institutes that are researched based and proven to be effective in order to train our parents on taking an active role in encouraging and supporting their children to improve academic performance and prepare them for post-secondary education (Actions 5.1, 5.3).
* Support new community schools within a school system through strategies aimed at providing wraparound services, strengthening partnerships with the local community, addressing students' diverse needs, and enhancing educational outcomes (Action 5.4).
* Increase parent involvement and communication (Action 5.5).

Goal 6 Safety
* Conduct ongoing meetings to review, identify, and propose solutions to enhance student safety and address safety concerns through professional development, training, equipment, and other safety services (Action 6.1).
* Provide students appropriate health care services and increase student wellbeing (Action 6.5)

2023-24 Reflection Review

Reflecting on our 2023-24 local data and California Dashboard annual performance, we have identified successes and challenges that had guided the development of our 2023-24. While 28.25% of our ALL-student group met/exceeded standards on the ELA, only 6.95% of our English learners did (a 21.3% gap), and 26.11% of our socioeconomically disadvantaged students did (a 2.14% gap). At the district level, English learners and homeless student groups performed at a "red" level. Jefferson Elementary, Mains Elementary, Rockwood Elementary, and Enrique Camarena only had the English learners student group at a "red" level. Cesar Chavez Elementary had English learners and students with disabilities in the "red". Dool Elementary had the following groups in the "red" level: ALL, English learners, homeless, socioeconomically disadvantaged, and Hispanic students. William Moreno Jr. High had the following groups in the "red" level: ALL, English learners, homeless, socioeconomically disadvantaged, Hispanic, and students with disabilities. Whereas 16.93% of our ALL-student group met or exceeded standards in mathematics, only 7.09% of our English learners did (a 9.84% gap), and 15.49% of our socioeconomically disadvantaged students did (a 1.44% gap). At the district level, English learners and homeless student groups performed at a "red" level. At the site level, Enrique Camarena Jr. High School had English learners in the "red" level. Calexico High School had the ALL, English learners, socioeconomically disadvantaged, and Hispanic student groups at a "red" level. Dool Elementary and William Moreno Jr. High had the following groups in the "red" level: ALL, English learners, homeless, socioeconomically disadvantaged, Hispanic, and students with disabilities.

Based on the 2023 California Dashboard, we experienced a 1.4% increase in the English Learner Progress Indicator (ELPI), rising from 42.1% to 43.5%. However, both Kennedy Gardens Elementary and Calexico High School had English learners at the "red" level under the ELPI. In 2023, our English learner reclassification rate increased by 3.9%, climbing from 7.5% to 11.4%. This means that 43.5% of our English learners are making progress towards language proficiency. Additionally, there was a 2.21% increase in the number of students performing at level 4 in the ELPAC, rising from 8.57% to 10.78%. Moreover, there was a notable 6.87% increase in students achieving level 4 in the Fall 2023 TELL diagnostic assessment for English learners compared to the Winter 2023 scores, marking an increase from 9.63% to 16.5%. Similarly, the percentage of level 5 scores in the TELL diagnostic tests also increased by 1.58%, rising from 1.31% to 2.89%.

According to the 2023 California Dashboard, our base data for the College and Career Indicator shows that the ALL-student group has a rate of 29%, while it's 8.5% for English learners (a 20.5% gap), 27% for socioeconomically disadvantaged students (a 2% gap), 7% for students with disabilities (a 22% gap), and 20.6% for the homeless group (an 8.4% gap). At the district level, the English learners and students with

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disabilities student groups performed at a "red" level. At Calexico High School, the students with disabilities student group were also at a "red" level. Aurora High School had the following groups in the "red" level: ALL, English learners, homeless, socioeconomically disadvantaged, and Hispanic.

Based on the 2023 California School Dashboard, all of our student groups experienced an increase in the graduation rate. The "ALL" group had a 1.8% increase, moving from 79.4% to 81.2%. The graduation rate for English learners increased from 72.5% to 75.1%, for socioeconomically disadvantaged students it increased from 78.7% to 79.9%, while students with disabilities saw the greatest increase, going from 78.7% to 79.9%, and the homeless group increased from 60.2% to 73.3%. Aurora High School had the following groups in the "red" level: ALL, English learners, socioeconomically disadvantaged, and Hispanic. Our students with disabilities had a 4.8% decrease in the 4-year cohort dropout rate (from 9.4% to 4.6%), and our homeless group had a 3.3% decrease in the 4-year cohort dropout rate (from 27.8% to 24.5%).

Based on the 2023 California Dashboard, our chronic absenteeism decreased for all student groups. The ALL group decreased by 21.9% (from 58.6% to 36.7%), the English learner group decreased by 22.4% (from 63.9% to 41.5%), the socioeconomically disadvantaged group decreased by 22.6% (from 60.8% to 38.2%), the foster youth group decreased by 0.8% (from 48.4% to 47.6%), the students with disabilities group decreased by 20.6% (from 67.6% to 47%), the homeless group decreased by 20.6% (from 66.4% to 45.8%), and the Hispanic group decreased by 21.8% (from 58.5% to 36.7%). William Moreno Junior High School had all groups in the "red" level: ALL, English learners, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic. Our MTSS Coordinator led our District Attendance Campaign in an effort to reduce chronic absenteeism. Our Synergy attendance P2 report demonstrated that our ADA increased from 88.23% to 92.58% in the 2022-23 school year.

Compared to the 2022 CA Dashboard, our suspension rates in 2023 increased slightly for all student groups. Our "ALL" group increased by 1.4% (from 3.9% to 5.3%), the English learners group increased by 1.6% (from 4.5% to 6.1%), the socioeconomically disadvantaged group increased by 1.4% (from 4.2% to 5.6%), students with disabilities increased by 0.8% (from 6.8% to 7.6%), our foster youth group increased by 6.7% (from 10.9% to 17.6%), our homeless group increased by 0.8% (from 6.2% to 7%), and our Hispanic group increased by 1.3% (from 4% to 5.3%). At the District level, the foster youth student group fell into the "red" level. At the school site level, Enrique Camarena Jr. High had both English learners and students with disabilities in the "red" level, William Moreno Jr. High had "red" students with disabilities, and Calexico High School had English learners, homeless, and students with disabilities in the "red" level. Aurora High School had the following groups in the "red" level: ALL, English learners, homeless, socioeconomically disadvantaged, and Hispanic.

We continue to have challenges with student groups at both the district level and the site level. Based on the California School Dashboard under Priority 4, at the district level English learners and our homeless student groups performed at a "red" level in ELA and Math. At Cesar Chavez Elementary English learners and students with disabilities performed at a "red" level in ELA only. Dool Elementary had the following groups performing at the "red" level in ELA and Math: ALL student groups, English learners, homeless, socioeconomically disadvantaged students, and Hispanic. Students with disabilities performed at a "red" level in math only. At Jefferson Elementary, English Learners performed at a "red" level in ELA only. At Mains Elementary, English Learners performed at a "red" level in ELA only. At Rockwood Elementary, English Learners performed at a "red" level in ELA only. English learners performed at the "red" level in ELA and Math at Enrique Camarena. William Moreno Jr. High had the following groups performing at the "red" level in ELA and Math: ALL student groups, English learners, homeless, socioeconomically disadvantaged, Hispanic, and students with disabilities. Calexico High School had the

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following groups performing at the "red" level in Math: ALL student groups, English learners, socioeconomically disadvantaged, and Hispanic. Under the English Learner Progress Indicator, Kennedy Gardens and Calexico High School had English learners performing at a "red" level.

Under Priority 5, William Moreno Jr. High had the following student groups performing at a "red" level in chronic absenteeism: ALL student groups, English learners, homeless, socioeconomically disadvantaged, Hispanic, and students with disabilities. Aurora High School had the following students performing at a "red" level in graduation rates: ALL student groups, English learners, socioeconomically disadvantaged, and Hispanic.

Under Priority 6, at the district level foster youth groups performed at a "red" level in suspension rates. Enrique Camarena Jr. High had English learners and students with disabilities performing at a "red" level in suspension rates. William Moreno had students with disabilities performing at a "red" level in suspension rates. Calexico High School had the following groups performing at the "red" level in suspension rates: English learners, homeless, and students with disabilities. Aurora High School had the following students performing at a "red" level in suspension rates: ALL student groups, English learners, homeless, socioeconomically disadvantaged, and Hispanic

Under Priority 7, at the district level English Learners and students with disabilities student groups performed at a "red" level in the College and Career Indicator. Calexico High School had students with disabilities performing at the "red" level in the CCI. Aurora High School had the following students performing at a "red" level in the CCI: ALL student groups, English learners, homeless, socioeconomically disadvantaged, and Hispanic.

Local Control Funding Formula (LCFF) Equity Multiplier.

According to California Education Code 42238.024 for the 2024-25 school year, The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. Pinnacle Hall Community School and Aurora High School qualified for this funding. In 2024, Aurora High School had a non-stability rate of 56.6% and in 2025 the stability rate decreased slightly to 54.8%. In 2024 Pinnacle Hall Community School had a non-stability rate of 100%, in 2025 the stability rate decreased to 85%. Based on the 2024 California Dashboard, Aurora High School's student enrollment consisted of 81.9% socioeconomically disadvantaged students, 74.9% English learners, and 0.6% Foster Youth students. The graduation rate was 88.3%, allowing Aurora High School to exit CSI. Aurora High School had been in CSI assistance status since 2018. Additionally, there was a decline in ELA (11.2 points) and mathematics (74 points) performance, and a 13.6% decrease in suspension rates. Based on 2024 Data Quest, Aurora High School had a 37.1% chronic absenteeism rate compared to the district's rate of 36.3%, and Pinnacle Hall Community School had an 93.3% chronic absenteeism rate. To address and increase stability rates in both schools, we will develop Goal 7. This goal aims to utilize LCFF Equity Multiplier funding to implement targeted interventions and resources tailored to address the specific needs of alternative schools, Aurora High School and Pinnacle Hall Community School, ensuring equitable access to high-quality education and fostering academic success for all students. Due to low student enrollment, Pinnacle Hall will be closed in the Fall of 2025, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for Pinnacle Hall Community School will no longer be utilized.

Learning Recovery and Emergency Block Grant (LREBG)

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Calexico Unified has unexpended LREBG funds for the 2025-26 school year.
LREBG funded actions may be found in Goal 8 actions. See action descriptions for an explanation of the rationale for choosing the selected actions.

## Reflections: Technical Assistance

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

During this academic year, the district continues to be supported by the Imperial County Office of Education (ICOE) for differentiated assistance. The district convened days to review prior year discussions on differentiated assistance, facilitating a deeper dive into understanding the "why" behind the current student group results. The aim was to guide conversations using continuous improvement tools to identify actions addressing the student group needs, identify needs to inform LREBG Grant, analyze data patterns and trends, identify current successes and barriers, and create an action plan to support needs assessments. Among the attendees were the Superintendent, Assistant Superintendent of Educational Services, Director of Community Schools, Director of State and Federal Projects, Academic Coordinators, English Learner Coordinators, and MTSS Coordinator. For future meetings, we will also invite our Senior Director of College and Career Readiness. The district still qualified for differentiated assistance this school year.

This year, the ICOE DA team explained the two simultaneous cycles we are working on and provided an overview of their DA support with a comprehensive needs assessment, district-wide system analysis, root-cause analysis and synthesis of findings in continuous improvement strategies, monitoring data of identified student groups, and the LCAP tool. Areas of growth in the district continue to include aligning data systems, increasing data literacy, reducing chronic absenteeism, increasing student academic achievement and improving data integration across the system. Although the district secured a data management system, it did not fully meet the district's data needs. This academic year, the district is focusing its support on three priorities—Priority 4, 5, and 8—specifically targeting English learners, Hispanic students, homeless students, socioeconomically disadvantaged students, and students with disabilities. In response, data dives were conducted for English learners, long-term English learners, and students with disabilities using data from the California Dashboard, including indicators in ELA, mathematics, the English Learner Progress Indicator, Chronic Absenteeism, the College and Career Indicator, and the ELPAC. Among the various challenges identified in meetings, a continued lack of data literacy and accountability emerged as a key concern. With the support of the ICOE team, the district developed and remains committed to the following AIM statement: CUSD will enhance the data literacy skills of all educational partners within the district, empowering them to confidently interpret, analyze, and utilize educational data to inform decision-making and drive continuous improvement efforts. Current efforts to bring this AIM statement to life include developing a clear structure for data literacy, exploring platforms that integrate with the existing SIS, providing data-informed professional learning, and facilitating data utilization through coaching and visualization. Additionally, the district will conduct data empathy interviews with administrators to identify areas of need and build administrative instructional leadership capacity. This work will be supported by Action 1.4: Language Acquisition and English Language Support; Action 1.5: Long-Term English Learner Language Acquisition Supports; and Action 2.3: Data Management System (School City).

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# 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.

None

### *Support for Identified Schools*

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

NA

### *Monitoring and Evaluating Effectiveness*

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

NA

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# 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 |
|---|---|
| Teachers | Teachers and other certificated staff were invited to participate in the LCAP development process through three Parent and Community Forums held on February 11, 18, and 25, 2025. Additionally, teacher representatives took part in the Certificated Bargaining (ACT) Consultation meetings on February 19 and 21, 2025, and the LCAP Core Committee consultation meetings held on March 20 and 24, 2025. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals. Further feedback was collected through our Community Schools Needs Assessment survey conducted this school year for the Community Schools Implementation Grant applications. |
| Principals | Principals were instructed to participate in the LCAP development process through three Parent and Community forums held on February 11, 18, and 25, 2025. Additionally, they took part in an Administrator Consultation meeting held on February 25, 2025. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals. Further feedback was collected through our Community Schools Needs Assessment survey conducted this school year for the Community Schools Implementation Grant applications. |
| Administrators | All administrators were instructed to participate in the LCAP development process through three Parent and Community forums held on February 11, 18, and 25, 2025. Additionally, they took part in |

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| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | an Administrator Consultation meeting held on February 25, 2025 and through various district educational services meetings. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals. |
| Other School Personnel | Other staff were encouraged to participate in the LCAP development process through three Parent and Community Forums held on February 11, 18, and 25, 2025. Additionally, they were invited to take part in their respective bargaining unit consultation meetings; Certificated Bargaining (ACT) Consultation meetings were held on February 19 and 21, 2025, and Classified Bargaining (CSEA) Consultation meetings were held on March 10, 2025. Furthermore, selected personnel were appointed by their bargaining units to participate in the LCAP Core Committee consultation meetings held on March 20 and 24, 2025. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals. |
| Local Bargaining Units | Local bargaining unit members were encouraged to participate during their bargaining unit consultation meetings. Bargaining unit members selected representatives from various departments or grade levels to attend. Certificated Bargaining (ACT) Consultation meetings were held on February 19 and 21, 2025, and Classified Bargaining (CSEA) Consultation meetings were held on March 10, 2025. Additionally, other personnel were chosen by their bargaining units to take part in the LCAP Core Committee consultation meetings held on March 20 and 24, 2025. During these meetings, information on the Learning Recovery Block Emergency Grant was presented, and feedback was collected alongside feedback for other LCAP goals. |
| Students | Student participation in the LCAP development process involved conducting an LCAP Student Feedback survey directed towards sixth through twelfth-grade students. The survey was anonymous, and principals were tasked with ensuring representation from all student groups. Administered between March 11 and 17, 2025, the survey collected a little under 115 responses. Additionally, student representatives from Calexico High School and Aurora High School took part in the LCAP Core Committee consultation meetings held on March 20 and 24, 2025. Further feedback was collected through our |

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| Educational Partner(s) | Process for Engagement |
|---|---|
| | Community Schools Needs Assessment survey conducted this school year for the Community Schools Implementation Grant applications. |
| District Parent Advisory, DELAC, Migrant PAC and Parent & Community | The District Parent Advisory Committee, DELAC, Migrant PAC, and parents and community members were invited to participate in the LCAP development process through three Parent and Community Forums held on February 11, 18, and 25, 2025. Representatives from these groups were also invited to participate in LCAP Core Committee consultation meetings on March 20 and 24, 2025. In addition, members of the District Parent Advisory Committee, DELAC, and Migrant PAC were invited to a consultation meeting on March 6, 2025, as well as an LCAP draft presentation meeting on May 14, 2025, to provide additional feedback on the 2025–26 LCAP. |
| LCAP Core Committee | The LCAP Core Committee is composed of certificated and classified bargaining unit members, administrators, parents, students, and other staff. The LCAP Core Committee consultation meetings were held on March 20 and 24, 2025. During these meetings, information on the Learning Recovery Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals. |
| Equity Multiplier | In April 2024, Equity Multiplier consultation meetings were held with staff, students, and parents from Aurora High School and Pinnacle Hall Community School, as well as other district staff. Actions developed under the Equity Multiplier goal included the hiring of a counselor, a child welfare and attendance specialist, and an instructional aide. All positions were filled; however, due to reduced funding for the 2025–26 school year, only the counselor and the child welfare and attendance specialist positions will be funded. |
| SELPA and Foster Youth Consultation | The district participated in the UPK LCAP Consultation held on February 26, 2025, SELPA LCAP Consultation meeting held on March 28, 2025, and the Foster Youth Consultation meeting held on April 30, 2025. |

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

CUSD continues to prioritize meaningful engagement with parents, students, and other educational partners, ensuring representation from the student groups identified by LCFF. We believe that input from teachers, principals, administrators, other school personnel, local bargaining units of the school district, school site-level advisory groups, parents, and students is crucial for the development of the LCAP and the budget processes. Teachers are engaged through the bargaining units, with sixteen teachers, two counselors, and one psychologist

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participating. Additionally, ten teachers and one counselor are involved in our LCAP Core Committee. In addition, several staff members participate in our Parent and Community Forums.

Parents provide feedback through various channels, including Parent and Community Forums, District English Learner Advisory Committee (DELAC)/Migrant Parent Advisory Committee (MPAC)/District Parent Advisory Committee meetings, LCAP Core Committee, and site administrator feedback collected from School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. During these meetings, information on the Learning Recovery Emergency Block Grant (LREBG) was presented, and feedback was collected alongside feedback for other LCAP goals. Additional feedback is collected through our Community Schools Needs Assessment survey for the Community Schools Implementation Grant applications. A draft of the 2025-26 LCAP is presented to our DELAC, Migrant PAC, and District Parent Advisory Committee. Similar to last year, student data was collected through surveys, LCAP Core Committee participation, and site administrator feedback from students.

Educational partner engagement meetings were conducted in person, during which attendees were presented with information about the LCAP plan and its purpose—to identify goals and activities aimed at improving academic progress, increasing college and career readiness, boosting pupil engagement and parent involvement, and maintaining safety at both the district-wide and individual school site levels. During these sessions, participants received updates on the accountability system, changes to the California School Dashboard, and recent data outcomes.

Additionally, educational partners were reminded of California Education Code Section 42238.024, which outlines the provision of additional funding through the LCFF Equity Multiplier for schools with high non-stability rates and high percentages of socioeconomically disadvantaged students. It was explained that this funding is designated for evidence-based services and supports for students at Pinnacle Hall Community School and Aurora High School, both of which qualified for this funding. Aurora High School had a non-stability rate of 54.8%, while Pinnacle Hall Community School had a non-stability rate of 85%.

Educational partners were also informed of California Education Code Section 52064.4, which requires that LEAs receiving Learning Recovery Emergency Block Grant funds include one or more actions funded by those grants in their 2025–26, 2026–27, and 2027–28 LCAPs. The district shared with educational partners the activities that have been or are currently being funded with Learning Recovery Emergency Block Grant funds. As a result, the district will introduce these activities as new actions under Goal 8, aimed at implementing targeted interventions and resources to address students' academic, social-emotional, and behavioral needs.

LCAP Progress updates were regularly provided in every educational partner meeting which include Equity Multiplier and Learning Recovery Emergency Block Grant requirements. Both quantitative and qualitative data/metrics for each goal were shared with educational partners, allowing them to review State and Local Indicators and assess the district's performance in each area. Furthermore, all educational partner groups, including parents, staff, and students, were presented with a comprehensive overview of various local and state assessment scores (e.g., SBAC & CAST, ELPAC, I-Ready, AP), attendance/engagement rates, A-G completion rates, dropout rates, graduation rates, suspension/expulsion rates, reclassification numbers, College and Career Indicator rates, and survey results, among other relevant data points. This data served as the basis for discussions on expected outcomes and recommendations for improvement. Educational partners were encouraged to provide feedback and recommendations based on their assessment of the data, needs, and priorities identified.

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Many recommendations focused on activities that could be supported by existing actions, including increasing professional development opportunities for staff and parents, dedicating more time for teacher curriculum planning, implementing interventions to support student learning, prioritizing literacy activities, providing additional support for English learners, monitoring excessive screen time, enhancing Career Technical Education offerings, refining systematic Multi-Tiered System of Support (MTSS), addressing chronic absenteeism, and engaging parents in the educational process.

For Goal 1, across educational partner groups—including parents, teachers, classified staff, administrators, and students—several key recommendations emerged to improve student outcomes and engagement. Parents emphasized the importance of increasing personalized academic interventions, improving support for English Learners through at-home language development strategies, and reallocating resources to key areas (Actions 1.2, 1.4, 1.5, 1.6). Teachers highlighted the need for meaningful student attendance incentives, retention of instructional aides based on data-driven impact, targeted support for long-term English Learners (LTELs) using motivational techniques, and expanded parent education efforts around the ELPAC (Actions 4.2,1.3, 1.4, 1.5). Classified staff recommended integrating hands-on, cross-subject learning, offering diverse academic tools—especially in math—and providing additional support and training for both teachers and parents (Actions 1.1,1.2, 1.7). Administrators called for enhanced support for LTELs through improved assessments, small-group instruction, and refined EL Specialist roles, as well as revamped PLC structures, increased instructional rigor, and sustained professional development in core content areas (Actions 1.1, 1.2, 1.4, 1.5, 1.7). Students advocated for more effective study guides, encouraging teacher support during assessments, hands-on learning to bridge language gaps, inclusive classroom practices, constructive feedback, and varied instructional methods beyond worksheets and online assignments (Actions 1.1, 1.7, 1.8). These recommendations will serve as the basis for implementing actions aimed at achieving Goal 1 and improving student outcomes.

For Goal 2, educational partners across all groups—parents, teachers, classified staff, administrators, and students—emphasized the need for a more balanced and purposeful use of technology in education. Parents advocated for increased teacher training in technology integration, improved interdepartmental collaboration, strategic use of digital tools to close learning gaps, and the implementation of an independent reading program with parent involvement. Teachers stressed the importance of structured screen time, consistent consequences for device misuse, and better communication and training around available tech resources, including the creation of a districtwide Menu of Services (Action 2.1). Classified staff recommended stronger website and device management, restrictions on non-educational content, and better teacher training to balance digital and non-digital instruction (Actions 2.1, 2.3). Administrators echoed the need to limit screen time—especially for younger students—by keeping devices on campus, enforcing no-phone policies, and incorporating more traditional, hands-on activities. They also emphasized equitable and consistent technology practices across all sites, digital citizenship training, and professional development for staff and parents (Actions 2.1, 2.3). Students voiced concerns about excessive use of programs, calling for more paper-based assignments, reduced screen time, and improved communication skills. They acknowledged the benefits of technology but urged its use be limited to specific academic purposes to avoid distractions and improve engagement.

Under Goal 3, educational partners groups recommended enhancing college and career readiness by expanding course offerings, improving parent engagement, and increasing real-world preparation for students (Actions 3.2, 3.3, 3.4). Parents emphasized the importance of mandatory meetings to educate families about A-G requirements, FAFSA, and post-secondary options, along with expanding computer science electives and job training for students with disabilities (Actions 3.1. 3.2, 3.3). Teachers echoed these priorities, calling for earlier parent education, intentional student placement, updated electives, and embedded job readiness in the curriculum (Actions 3.1. 3.2, 3.3). Classified staff recommended improving college articulation, offering practical CTE courses that teach life skills, and strengthening communication through continuous outreach (Actions 3.1. 3.2, 3.3, 3.4). Administrators advocated for broadening exposure to career

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pathways starting in elementary grades, developing a comprehensive credit recovery program, and expanding CTE with project-based learning and employability credentials (Actions 3.2, 3.4, 3.5) . Finally, students expressed a strong desire for more relevant and diverse elective courses—especially in technology, coding, and career-specific training—along with equitable access to these opportunities across all high schools, including continuation schools. These shared recommendations highlight a unified goal of preparing students for both academic success and real-world readiness through inclusive, practical, and future-focused education.

For Goal 4, Across all educational partner groups, the central recommendation was to improve student attendance and accountability. Parents, teachers, classified staff, and administrators emphasized making participation in key events—like graduation—contingent on positive attendance and behavior. Mandatory parent meetings, improved communication, and stronger enforcement of attendance policies were widely supported (Action 4.2). Teachers and classified staff stressed the importance of holding both students and parents accountable, with suggestions such as parent contracts, training, and clearer consequences for unexcused absences (Action 5.3). All groups called for consistent discipline policies and districtwide protocols for behavior (Action 4.1). Parents and teachers recommended improved classroom behavior, limiting screen time, using paper-based learning more often, and ensuring that technology supports rather than distracts from learning (Action 4.1). Strengthening parent involvement—through social media, workshops, and policy inclusion—was also a recurring theme (Action 5.3). Administrators and students highlighted the need for increased student engagement and morale, with ideas like hands-on learning, spirit weeks, assemblies, extracurricular activities, music, library activities, and recognition programs to make school more meaningful (Actions 4.3, 4.4, 4.5, 4.6, 4.10). Students added that a more positive, rewarding school environment and better in-school experiences would increase their motivation to attend.

For Goal 5, key recommendations from educational partners emphasized the need to strengthen parent engagement in schools through a variety of strategies. Parents suggested offering regular training—at least two per semester—on topics related to their children's education, and implementing contracts that require attendance at these sessions for student advancement (Actions 5.1, 5.3, 5.4). They also recommended financial incentives for participation, engaging meetings with relevant content, and expanding community school programs to attract involvement (Action 5.2). Teachers echoed these ideas, calling for more meaningful events like assemblies or parent nights (as alternatives to traditional open houses), relevant incentives, improved communication via surveys and flyers, and site-specific programs that address unique community needs (Actions 5.2, 5.5). Classified staff recommended creating parent-to-parent communication systems, regular progress updates, training on attendance impact, and incentives like reward cards (Actions 5.2, 5.3, 5.5). They also proposed making visits to college access centers a graduation requirement (Action 3.4). Administrators proposed a "Parent Passport" system to track training participation, personalized outreach to increase engagement, events co-hosted with ASB, and leadership opportunities such as a Parent Academy and retreats (Action 5.3. 5.4). Students voiced concerns about the current structure of Open House, suggesting it be reimagined to focus more on learning rather than grades. They also emphasized the importance of communication between students, teachers, and parents to build trust and foster genuine interest in student achievement.

Under Goal 6, across all educational partner groups—parents, teachers, classified staff, administrators, and students—there was a strong call for improving school safety, communication, and infrastructure (Actions 6.1, 6.2, 6.3). Parents emphasized emergency preparedness, better security equipment, and increased awareness campaigns around abuse prevention. Teachers highlighted the need for more consistent emergency protocols, staff training, and transparent communication. Classified staff recommended increasing trained campus security, updating visitor management systems, and establishing student safety patrols (Actions 6.1, 6.2). Administrators echoed these needs and added proposals such as expanded mental health support, more supervision through additional staff, and upgraded safety technology like vape sensors and buzz-in systems (Actions 6.2, 6.3, 6.5). Students voiced concerns about the behavior of security personnel, cleanliness

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and supervision in CTE classrooms, and the need for bullying to be addressed more seriously, especially in elementary school. Together, these recommendations underscore the urgency of creating a safer, more supportive, and well-communicated school environment.

Under Goal 7 (Equity Multiplier), in April 2024, Equity Multiplier consultation meetings were held with staff, students, and parents from Aurora High School and Pinnacle Hall Community School, as well as other district staff. Actions developed under the Equity Multiplier goal included the hiring of a counselor, a child welfare and attendance specialist, and an instructional aide (Actions 7.1, 7.2, 7.3). All positions were filled; however, due to reduced funding for the 2025–26 school year, only the counselor and the child welfare and attendance specialist positions will be co-funded with Equity Multiplier and LREBG funds.

Under Goal 8 (Learning Recovery Emergency Block Grant), based on educational partner feedback from Goals 1 through 7, Goal 8 strengthens mental health supports by integrating culturally responsive SEL and trauma-informed practices (Action 8.1). Educational partners emphasized the need to address the academic needs of all student groups, including special education EL students through targeted literacy and math interventions that are both accessible and linguistically appropriate (Actions 8.2 and 8.4). Additionally, expanding credit recovery and academic support with hands-on, engaging, and real-world instruction can improve student outcomes (Action 8.3). These strategies align with recommendations from Goals 1, 3, 4, and 6 and support the full implementation of Actions 8.1 through 8.4.

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | (Curriculum, Instruction and Assessments) We will provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement, while narrowing student group performance gaps. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Calexico Unified School District's educational partners have consistently prioritized the importance of providing equitable access to a well-rounded, standards-aligned curriculum for all students in order to increase student achievement. The district's system is designed to raise the academic achievement of all students. Upon a thorough examination of our 2024 Dashboard data and local i-Ready data, the following needs were evident in our unduplicated pupil population (92.42% of our entire student population): Academic achievement gaps exist for all of our student groups, especially our English learners. These literacy/language gaps are also mirrored in our formative assessments (I-Ready), which are delineated below. In mathematics, we saw similar trends. Academic achievement gaps also exist for all of our student groups, especially our English learners, in mathematics. While examining science achievement, it was also apparent that achievement gaps exist. Our metrics show the need to improve student academic achievement for English learners, foster youth, and socioeconomically disadvantaged students. English learners have difficulty obtaining a level 4 in the ELPAC, which makes it difficult to reclassify. Additional services provided to our unduplicated pupils will help equip them with the knowledge and skills they need to obtain grade-level proficiency. We plan to improve academic performance through actions that support and improve student learning. We will continue to refine our system to improve the quality of first-time instruction (Tier 1) through work with Orenda partners.

Our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, expressed the need for targeted professional development for all certificated staff based on staff/certificated needs assessment, as well as implementing a district-wide K-12 literacy program. They also recommended small group instruction and/or smaller class sizes in grades K-6 to focus more on reading and provide TK-3 teachers training on Language Essentials for Teachers of Reading and Spelling (LETRS) program. Students expressed a need for teachers to have a balance between direct teaching, project-based learning, and limiting screen time. Other staff recommended allocating resources for both acquiring educational materials and providing specialized training for teachers to improve their effectiveness, focusing on mastering subjects, implementing effective teaching methods, and collaborating with each other. Parents suggested providing support and curriculum training to teachers to effectively implement interventions during centers, with a specific focus on meeting the needs of English Language Learners (ELLs) and students encountering challenges in English Language Arts (ELA) and mathematics. The actions and metrics

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grouped together will help provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.

* Only 27.57% of our students are meeting or exceeding in the 2024 ELA SBAC, with English learners at 7.33%, long-term English learners at 4.55%, socioeconomically disadvantaged students at 25.42%, students with disabilities scoring at 6.65%, homeless group scoring at 15.06%, and Hispanic group scoring at 27.58%.
* Only 17.23% of our students are meeting or exceeding in the 2024 Mathematics SBAC with English learners at 6.44%, long-term English learners at 1.64%, socioeconomically disadvantaged students at 15.97%, students with disabilities scoring at 7.44%, homeless group scoring at 10.11%, and Hispanic group scoring at 17.19%.
* There is a need to increase student achievement for all students as measured by the 2024 California School Dashboard. (Dashboard ELA status – "orange" – 66.4 pts below standard level 3 and Math status – Red - 99.9 points below standard level).
* Our 2024 CA School Dashboard status for English Learner Progress is "orange" with 46.9% making progress towards English language proficiency.
* Only 12.20% of our English learners achieved a Level 4 (Well Developed) English Language Proficiency Level in the 2023-24 Summative ELPAC. There is a need to continue working on professional development on the ELD standards and Integrated/Designated ELD strategies to address our English learners needs.
* Only 5% of our ALL-student group are Mid or Above Overall Grade-Level Placement according to our Fall 2024 i-Ready Reading Diagnostic Assessment. The English learner group was at 1%, socioeconomically disadvantaged students were at 5%, and students with disabilities group was at 1%. Preliminary Spring 2025 data shows 15% of students at or above grade level with English learner group at 13%, socioeconomically disadvantaged group at 5% and students with disabilities group at 11%.
* 43% of our students scored three or more grades below and 17% scored two grade levels below in our Fall 2024 i-Ready Reading Diagnostic Assessment.
* Only 2% of our ALL-student group are Mid or Above Overall Grade-Level Placement according to our Fall 2024 i-Ready Mathematics Diagnostic Assessment. The English learner group was at 0%, socioeconomically disadvantaged students were at 2%, students with disabilities group was at 1%. Preliminary Spring 2025 data shows 9% of students at or above grade level with English learner group at 7%, socioeconomically disadvantaged group at 9% and students with disabilities group at 3%.
* 32% of our students scored three or more grades below and 14% scored two grade levels below in our Fall 2024 i-Ready Mathematics Diagnostic Assessment.
* Only 10% of our Elementary and 18% of Secondary students are on or Above Overall Grade-Level Placement according to our Fall 2024 i-Ready Reading Diagnostic Assessment. Preliminary 2024-25 Spring results show Elementary at 30% and Secondary at 35% on or Above Grade Level.
* Only 5% of our Elementary and 12% of Secondary students are on or Above Overall Grade-Level Placement according to our Fall 2024 i-Ready Mathematics Diagnostic Assessment. Preliminary 2024-25 Spring results show Elementary at 28% and Secondary at 30% on or Above Grade Level.
* Local Indicator Priority 2 (Implementation of Academic Standards) survey data indicated the need for progress in implementing academic standards in visual and performing arts (score of 3).
We have additional work in unifying curriculum guides, unit assessments, and data reflection sessions in core content areas such as ELA, mathematics, science and social science at both the elementary and secondary sites.

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# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | CA Dashboard ELA Points Below Level 3 | 2023 CA Dashboard<br><br>District 64.3 pts below standard<br>EL 97.1 pts below standard<br>LTEL Pending 2024 Dashboard<br>SED 70.7 pts below standard<br>FY 126.7 pts below standard<br>SWD 133.8 pts below standard<br>Homeless 93.8 pts below standard<br>Hispanic 64.6 pts below standard | 2024 Dashboard<br>District 66.4 pts below standard<br>EL 95.3p pts below standard<br>LTEL 132.8 pts below standard<br>SED 72.1 pts below standard<br>FY 55.3 pts below standard<br>SWD 132.1 pts below standard<br>Homeless 91.4 pts below standard<br>Hispanic 66.5 pts below standard | | District 32 pts below standard<br>EL 48 pts below standard<br>LTEL 48 pts below standard<br>SED 35 pts below standard<br>FY 65 pts below standard<br>SWD 67 pts below standard<br>Homeless 47 pts below standard<br>Hispanic 32 pts below standard | District -2.1 pts<br>EL +1.8 pts<br>LTEL NA<br>SED -1.4 pts<br>FY +71.4 pts<br>SWD +1.7 pts<br>Homeless +2.4 pts<br>Hispanic -1.9 pts |
| 1.2 | CA Dashboard Math Points Below Level 3 | 2023 CA Dashboard<br><br>District 99.4 pts below standard<br>EL 118.6 pts below standard<br>LTEL Pending 2024 Dashboard<br>SED 103.7 pts below standard FY 172.3 pts below standard<br>SWD 156.4 pts below standard<br>Homeless 114.5 pts below standard | 2024 Dashboard<br>District 97.9 pts below standard<br>EL 113.9 pts below standard<br>LTEL 175.1 pts below standard<br>SED 101.6 pts below standard<br>FY 92 pts below standard<br>SWD 147 pts below standard<br>Homeless 118.2 pts below standard | | District 50 pts below standard<br>EL 59 pts below standard<br>LTEL 59 pts below standard<br>SED 52 pts below standard<br>FY 86 pts below standard<br>SWD 78 pts below standard<br>Homeless 57 pts below standard<br>Hispanic 50 pts below standard | District +1.5 pts<br>EL +4.7 pts<br>LTEL NA<br>SED +2.1 pts<br>FY +80.3 pts<br>SWD +9.4 pts<br>Homeless -3.7 pts<br>Hispanic +1.5 pts |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic 99.5 pts below standard | Hispanic 98 pts below standard | | | |
| 1.3 | SBAC ELA Percentage Standard Met/Exceeded | 2023 SBAC<br><br>District 28.25%<br>EL 9.20%<br>LTEL 7.06%<br>SED 26.11%<br>FY Less than 11 students<br>SWD 5.85%<br>Homeless 17.61%<br>Hispanic 28.20% | 2024 SBAC<br><br>District 27.57%<br>EL 7.33%<br>LTEL 4.55%<br>SED 25.42%<br>FY Less than 11 students<br>SWD 6.65%<br>Homeless 15.06%<br>Hispanic 27.58% | | District 59%<br>EL 52%<br>LTEL 51%<br>SED 58%<br>FY 58%<br>SWD 50%<br>Homeless 55%<br>Hispanic 59% | District -0.68%<br>EL -1.87%<br>LTEL -2.51%<br>SED -0.69%<br>FY Less than 11 students<br>SWD -0.50%<br>Homeless -2.55%<br>Hispanic +0.62% |
| 1.4 | SBAC Math Percentage Standard Met/Exceeded | 2023 SBAC<br><br>District 16.93%<br>EL 7.09%<br>LTEL 2.08%<br>SED 15.49%<br>FY Less than 11 students<br>SWD 4.22%<br>Homeless 10.48%<br>Hispanic 16.86% | 2024 SBAC<br><br>District 17.23%<br>EL 6.44%<br>LTEL 1.64%<br>SED 15.97%<br>FY Less than 11 students<br>SWD 7.44%<br>Homeless 10.11%<br>Hispanic 17.19% | | District 56%<br>EL 51%<br>LTEL 49%<br>SED 54%<br>FY 54%<br>SWD 50%<br>Homeless 52%<br>Hispanic 55% | District +0.30%<br>EL -0.65%<br>LTEL -0.44%<br>SED +0.48%<br>FY Less than 11 students<br>SWD +3.22%<br>Homeless -0.37%<br>Hispanic -0.33% |
| 1.5 | CAST Percentage Standard Met/Exceeded | 2023 CAST<br><br>District 11.09%<br>EL 1.38%<br>LTEL 0.65%<br>SED 9.7%<br>FY Less than 11 students<br>SWD 1.84%<br>Homeless 7.19% | 2024 CAST<br><br>District 12.87%<br>EL 1.85%<br>LTEL 1.03%<br>SED 11.25%<br>FY Less than 11 students<br>SWD 5.03%<br>Homeless 9.91% | | District 52%<br>EL 49%<br>LTEL 48%<br>SED 52%<br>FY 52%<br>SWD 49%<br>Homeless 51%<br>Hispanic 52% | District +1.78%<br>EL +.0.47%<br>LTEL +0.38%<br>SED +1.55%<br>FY Less than 11 students<br>SWD +3.19%<br>Homeless +2.72% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic 10.96% | Hispanic 12.82% | | | Hispanic +1.86% |
| 1.6 | i-Ready Diagnostic Assessment Percentage or Above Grade Level | 2024 Spring i-Ready<br><br>Elem Reading - 28%<br>Sec Reading - 31%<br><br>Elem Math - 26%<br>Sec Math - 26% | 2025 Spring i-Ready<br><br>Elem Reading - 30%<br>Sec Reading - 35%<br><br>Elem Math - 28%<br>Sec Math - 30% | | Elem Reading - 59%<br>Sec Reading - 60%<br><br>Elem Math - 58%<br>Sec Math - 58% | Elem Reading +2%<br>Sec Reading +4%<br><br>Elem Math +2<br>Sec Math +4% |
| 1.7 | RESULTS Universal Screening Percentage Proficient or Above Level | 2024 RESULTS Report<br><br>Kinder 8.7%<br>1st 31.6%<br>2nd 47.6% | 2025 RESULTS Report<br><br>Kinder 18.2%<br>1st 37.1%<br>2nd 50.1% | | Spring 2024 initial screening.<br><br>Kinder 51%<br>1st 61%<br>2nd 67% | Kinder +9.5%<br>1st +5.5%<br>2nd +2.5% |
| 1.8 | CA Dashboard English Learner Progress Indicator Percentage | 2023 CA Dashboard<br><br>District 43.5% making progress towards language proficiency | 2024 CA Dashboard<br><br>District 46.9% making progress towards language proficiency | | District 65% making progress towards language proficiency | ELPI +3.4 |
| 1.9 | ELPAC Summative Percentage Proficient Level 4 | 2023 ELPAC<br><br>Level 4<br>EL 10.78%<br>LTEL 11.32% | 2024 ELPAC<br><br>Level 4<br>EL 12.20%<br>LTEL 14.68% | | Level 4<br>EL 25%<br>LTEL 25% | EL +1.42%<br>LTEL +3.36% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.10 | CALPADS Report<br>EL Reclassification Percentage | 2022-23 CALPADS Report<br><br>9.8% (589/6006) | 2023-24 CALPADS Report<br><br>10.8% (591/5464) | | 25% | Reclassification +1.0% |
| 1.11 | 1.11 Ellevation Local Report<br>Original<br>ELPAC Levels 3 to Level 4 Percentage<br><br>Adjusted<br>CALPADS Report | 2022-23 Ellevation Report<br>Original<br>District Growth<br>Level 3 to Level 4 = 61%<br><br>LTEL Growth<br>Level 3 to Level 4 = 39%<br><br>Adjusted CALPADS Report<br>Level 3 to Level 4 = 45%<br><br>LTEL Growth<br>Level 3 to Level 4 = 29% | 2023-24 CALPADS Report<br><br>District Growth<br>Level 3 to Level 4 = 29%<br><br>LTEL Growth<br>Level 3 to Level 4 = 11% | | Original<br>District Growth<br>Level 3 to Level 4 = 72%<br>LTEL Growth<br>Level 3 to Level 4 = 64%<br><br>Adjusted CALPADS Report<br>District Growth<br>Level 3 to Level 4 = 66%<br><br>LTEL Growth<br>Level 3 to Level 4 = 54% | District Growth<br>Level 3 to Level 4 -16%<br><br>LTEL Growth<br>Level 3 to Level 4 -18% |
| 1.12 | Synergy and TOMS Report<br>ELPAC Level 4 Reclassification Percentage | 2022-23 Synergy and TOMS Report<br><br>Level 4 Reclassification rate: 78.3% (505/645) | 2023-24 Synergy and TOMS Report<br><br>Level 4 Reclassification rate: 75.10% (434/578) | | Level 4 Reclassification rate: 95% | Level 4 Reclassification rate: -3.2% |
| 1.13 | CA Dashboard Local Indicator Implementation of State Standards - Priority 2 Reflection | 2024 Priority 2 Reflection Tool | 2025 Priority 2 Reflection Tool | | Progress in Implementing Academic Standards: | Vis. & Perf. Arts +1 |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Tool/Summary Scores 2 and below | Focus on improving based on lowest ratings of 2 and below<br><br>Progress in Implementing Academic Standards:<br>Vis. & Perf. Arts - 2 | Progress in Implementing Academic Standards:<br>Vis. & Perf. Arts - 3 | | Vis. & Perf. Arts - 4 | |
| 1.14 | CA Dashboard Local Indicator Basic Services: Teachers - Met Percentage Staff are Appropriately Assigned | 2023 CA Dashboard Local Indicator<br><br>87.3% of staff are “appropriately assigned” | 2024 CA Dashboard Local Indicator<br><br>92.4% of staff are “appropriately assigned” | | 95% of staff are “appropriately assigned” | Staff "appropriately assigned" +5.1% |
| 1.15 | CA School Dashboard Local Indicator Basic Services: Instructional Materials (Sufficiency of Textbooks) -Met Percentage | 2023-24 Sufficiency of Textbooks Report Board Approved October 12, 2023<br><br>100% of students have instructional materials | 2024-25 Sufficiency of Textbooks Report<br><br>Board Approved October 10, 2024 100% of students have instructional materials | | 100% of students have instructional materials. | 0% |

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## Goal Analysis [2024-25]

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

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

There were no significant differences in the planned actions; all actions and services were executed as intended. Positions were funded as outlined in Action 1.1, and supplemental materials were procured per Action 1.2. Staff actively engaged in various professional development sessions as specified in Actions 1.1, 1.4, 1.5, 1.7, and 1.8. Along with curriculum planning as detailed in Action 1.1. Across all schools, efforts persist in cultivating a literacy-rich culture, as per Action 1.2, which is a significant success.

Furthermore, with supplementary grant funding, we finalized our Literacy Plan through the CLSD Grant. Reading Coach/Literacy Specialists have been hired under the Literacy Coaches and Reading Specialists Grant Program. They underwent various training in the Language Essentials for Teachers of Reading and Spelling (LETRS) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). We continue to fund our secondary EL Coordinator and EL secretary under Action 1.1 using the 15% add-on. The EL Coordinator has done critical work in aligning our designated ELD courses with our ELA work. Instructional aides continue to support literacy centers in the K-2 classrooms. These positions were also funded with the 15% add-on under Action 1.3.

Among other successes in the continual efforts on building a system for interventions. We structured 60 minutes of RTI as a Tier 2 intervention with a focus on literacy and implementing differentiated small group centers. We also continue to implement a 30-minute period of designated ELD at the elementary classes and a designated ELD period at the junior high schools and high schools (Actions 1.1 and 1.2). Additionally, this school year, we opened two 50/50 dual language immersion cohorts. We have one transitional kindergarten class and two kindergarten classes (Action 1.4). Our English learner committee has met three times this school year (Action 1.4), and members are rewriting our EL Master Plan to align with all the EL Roadmap pillars. We continue to train all elementary and secondary teachers in AVID strategies and will continue to send teachers, AVID Tutors, and instructional aides to AVID summer institutes to support teachers with Tier 1 instruction. In addition, we continue to support new teachers through the induction program and pair them up with a master teacher (Action 1.1, 1.7, 1.8).

Especially successful is the work we continue to do with our Orenda partners. We continue to focus on curriculum alignment for teachers to help form a common vision and adopt common practices for PLC work. This has included identifying weighted Common Core and grade-level standards for ELA, math, science and social science at the secondary level and ELA and mathematics at the elementary level. Teachers have revisited and realigned their Target Standards Matrix their content areas, consisting of five units with five focus standards for each unit per grade level/subject area that define learning targets and success criteria. Teachers also revisited and updated their five common unit assessments for ELA, math and social science to SBAC technical specifications per grade level/subject area. After administering each unit test, administrators and teachers conducted data reflection sessions. We have also focused on instructional strategies and small group literacy centers at the elementary level. Our more recent teacher training included analyzing SBAC data for constructed responses in ELA and Math and training on student activities that support evidence-based writing, mathematical reasoning, and clearly communicating thinking in open-ended formats (Action 1.1).

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.

All actions were implemented. Under Action 1.1, we underestimated the costs for curriculum planning, resulting in additional expenditures. Under Action 1.2, sites purchased supplemental literacy materials, but some schools still had unspent funds. We had also allocated funding for a literacy program that was ultimately not purchased; instead, literacy support was delivered through teacher-created lessons. Under Action 1.3, we overbudgeted for instructional aides, resulting in lower expenditures. In Action 1.7, we increased the budget to cover additional professional development. Under Action 1.8, there was a need for additional funding to support the induction program and professional development. All other actions fully expended their budgets. Any remaining balances were reallocated to other actions or goals as needed.

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

Based on the 2024 California Dashboard, we experienced a 3.4% increase in the English Learner Progress Indicator (ELPI), rising from 43.5% to 46.9%. This means that about 47% of our English learners are making progress towards language proficiency. Blanche Charles Elementary (+5%), Jefferson Elementary (+2.6%), Kennedy Gardens Elementary (+6.7%) and Calexico High School (+22.7%) I had increases compared to 2023. Aurora maintained their status and is in the “red” category in the ELPI. Mains Elementary had a decline of 16.7% and is in the “red” level and Enrique Camarena had a decline of 18.4% and is also on the "red" level under the ELPI. In 2024, our English learner reclassification rate increased by 1%, climbing from 9.8% to 10.8%. Additionally, there was a 1.42% increase in the number of English learners performing at level 4 in the ELPAC, rising from 10.78% to 12.20%. Long-term English learners increased from 11.32% achieving a level 4 to 14.68% (+3.36%). In 2023-24 our level 4 students had a reclassification rate of 75.10%, a 3.2% decrease compared to 2022-23 (78.3%). In addition, 29% of our level 3 students progressed to a level 4.

In the 2024 SBAC, every student group included in our metrics, with the exception of the students with disabilities group, experienced a slight decrease in meeting or exceeding the ELA standards compared to the 2023-24 school year. The ALL group saw a decrease of 0.68% (from 28.25% to 27.57%) and the English learners group decreased by 1.87% (from 9.20% to 7.33%). New metrics were added for our long-term English learner group, showing a decrease of 2.51% (from 7.06% to 4.55%). The socioeconomically disadvantaged group decreased by 0.69% (from 26.11% to 25.42%), the students with disabilities group increased by 0.8% (from 5.85% to 6.65%), the homeless group decreased by 2.55% (from 17.61% to 15.06%) and our Hispanic group decreased by 0.62% (from 28.20% to 27.58%). Among the grade levels that saw the greatest gains were fourth grade, which increased by 4.57% (from 18.13% to 22.70%), and eighth grade, which increased by 1.17% (from 27.45% to 28.62%).

Through the 2023-24 i-Ready reading diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 14% to 15% and "early on grade level" stayed at 14%. We also reduced the number of students categorized as "2 grade levels below" from 17% to 14%. Despite the increases in ELA, we still face gaps. In 2024-25 preliminary i-Ready data, we observed a 11% increase in Reading "Mid or above grade level" from Fall to Spring (5% to 16%).

While 27.57% of our ALL-student group met/exceeded standards on the ELA, only 7.33% of our English learners did (a 20.2% gap), and 25.42% of our socioeconomically disadvantaged students did (a 2.15% gap). At the district level, the 2024 CA Dashboard shows English learners, long-term English learners, socioeconomically disadvantaged, students with disabilities and homeless student groups performed at a "red" level in ELA. Blanche Charles Elementary had homeless and students with disabilities in the “red” category. Jefferson Elementary had the ALL group, English learners, Hispanic, and socioeconomically disadvantaged student groups in the “red”. Kennedy Gardens Elementary had the following groups in the "red" category: ALL, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Rockwood Elementary had the ALL-student group, Hispanic, and socioeconomically disadvantaged in “red”. Similarly, both junior high schools had student groups in red. Cesar Chavez Elementary, Dool Elementary and Mains Elementary had no group in “red”. Enrique Camarena Jr. High had the following groups in the "red" category: English learners, long-term English learners, socioeconomically disadvantaged, and students with disabilities. William Moreno Jr. High had homeless, long-term English learners, students with disabilities groups in “red”. Calexico High School had English learners and long-term English learners in “red”, while Aurora High School was not provided with performance colors due to low numbers.

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In the 2024 SBAC, several of our student groups included in our metrics, with the exception of the English learners, long-term English learners and homeless groups, experienced an increase in meeting or exceeding the mathematics standards compared to the 2023-24 school year. The ALL group saw a small increase of 0.3% (from 16.93% to 17.23%), the socioeconomically disadvantaged group increased by 0.48% (from 15.49% to 15.97%), the students with disability group increased by 3.22% (from 4.22% to 7.44%), and our Hispanic group increased by 0.33% (from 16.86% to 17.19%). Our English learner group had a decrease of 0.65% (from 7.09% to 6.44%), our long-term English learner group had a decrease of 0.44% (from 2.08% to 1.64%), and our homeless group had a decrease of 0.37% (from 10.48% to 10.11%). Despite the increases in mathematics, we still face gaps. Through i-Ready 2023-24 mathematics diagnostic assessment, we observed an increase in students placing in “mid or above grade level” from 9% to 11% and “early on grade level" remained the same at 14%. We also reduced the number of students categorized as "three or more grade levels below" from 29% to 21%. In 2024-25 i-Ready preliminary mathematics data, we observed a 11% increase in the Math “Mid or above grade level” from Fall to Spring (2% to 13%).

Whereas 17.23% of our ALL-student group met or exceeded standards in mathematics, only 6.44% of our English learners did (a 10.79% gap), 15.97% of our socioeconomically disadvantaged students did (a 1.26% gap), and 7.44% of our students with disabilities did (a 9.79% gap). At the district level, the 2024 CA Dashboard shows the ALL group, long-term English learners, homeless, and socioeconomically disadvantaged student groups performed at a "red" level in mathematics.

In the 2024 SBAC, while 12.87% of our ALL-student group met/exceeded standards on the CAST Science Test, only 1.85% of our English learners did (a 10.95% gap), 11.25% of our socioeconomically disadvantaged students did (a 1.62% gap) and 5.03% of our students with disabilities did (a 7.84% gap). All of our student groups included in our metrics saw an increase in meeting or exceeding the science standards compared to the 2023 school year. The ALL group experienced an increase of 1.85% (from 11.09% to 12.87%), the English learners group increased by 0.47% (from 1.38% to 1.85%), the long-term English learners group increased by 0.38% (from 0.65% to 1.03%),the socioeconomically disadvantaged group increased by 1.55% (from 9.7% to 11.25%), the students with disabilities increased by 3.19% (from 1.84% to 5.03%), the homeless group increased by 2.72 % (from 7.19% to 9.91%), and our Hispanic group increased by 1.86% (from 10.96% to 12.82%). When disaggregating the science data by grade level, we noticed that fifth grade had a decrease of 0.2%, while both eighth and eleventh grades had slight increases, 5.3% and 0.62%, respectively.

What has proven effective is the ongoing work of CUSD Academic Coordinators in supporting teachers with curriculum development, assessment realignment, and comprehensive data analysis to monitor student progress. This includes providing professional development and supporting staff with AVID strategies. Additionally, we maintain collaboration with our teachers—supported by consultants—on lesson and instructional design. Specific strategies have been implemented to address the needs of English learners and students with disabilities (Actions 1.1, 1.4, 1.7). Academic Coordinators, English Learner Coordinators, intervention teachers, and instructional coaches also invest in professional development focused on mathematics, literacy, integrated and designated English learner instruction, and district unit assessment development. Foster/Homeless Facilitators monitor the academic progress of foster and homeless students through the “Individual Academic Support Plan,” which is documented in our student information system (SIS). Follow-up meetings are held three times per year to monitor the implementation and achievement of academic goals (Action 1.7).

We continue to offer training across various content areas. District administrators, site administrators, intervention teachers, instructional coaches, EL specialists, EL intervention teachers, and classroom teachers have received training on the English Learner (EL) Roadmap. Additionally, EL Coordinators provide professional development in both designated and integrated ELD, aligned with the EL Roadmap. They also support teachers with curriculum planning and alignment of ELD standards, using supplemental materials to promote language

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development in Designated ELD. This support incorporates current strategies, resources, and best practices to effectively meet the needs of English learners (Actions 1.4, 1.5). Supplemental professional learning opportunities for paraprofessionals have also proven effective, particularly in delivering small-group instruction focused on supporting English learners, foster youth, and socioeconomically disadvantaged students (Actions 1.3, 1.6, 1.7).

This school year, we launched two 50/50 dual language immersion cohorts: one transitional kindergarten class and two kindergarten classes (Action 1.4). Our English Learner Committee has met two times this year (Action 1.4), and its members are currently revising the EL Master Plan to align with the four pillars of the EL Roadmap. Furthermore, teachers, instructional aides, academic support teachers, reading coaches/literacy specialists, intervention teachers, instructional coaches, and administrators continue to receive training in Language Essentials for Teachers of Reading and Spelling (LETRS) and the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) programs (Actions 1.1, 1.4, 1.7, 1.8).

We continue to identify weighted Common Core and grade-level standards for English Language Arts (ELA) and Mathematics at both the elementary and secondary levels. In the 2024–25 school year, we expanded this work to include Science and Social Science teachers. Teachers updated their Target Standards Matrix for ELA and Mathematics, which includes five units per grade level/subject area, each with five focus standards, clearly outlining learning targets and success criteria. Additionally, teachers revised their five common unit assessments in ELA and Mathematics to align with the SBAC technical specifications for each grade level and subject area. After each unit assessment, administrators—supported by consultants—facilitated data reflection sessions with teachers, emphasizing outcomes for English learners and students with disabilities. Teachers developed common instructional agreements and identified specific students for ongoing monitoring. Extra hours were allocated for revising curriculum guides, refining formative assessments, and conducting data analysis to inform instruction and support both whole-group and targeted small-group learning (Actions 1.1, 1.7). Evidence suggests that this focused effort led to improved student outcomes, with some schools showing greater gains than others. Master teachers and the district AVID coach support induction teachers in this work (Action 1.8).

Additional teacher training was provided this school year to strengthen instruction in both constructed writing responses and brief writes, with the goal of improving student writing skills. Schools are enhancing their literacy programs and developing site-specific Literacy Plans, while student literacy centers during RTI time support fluency and comprehension at progressively increasing reading levels. We also support the purchase of books for school book vending machines as part of our effort to promote literacy. Guided reading sessions are tailored to meet diverse student needs and align with grade-level target standards (Action 1.2).

These comprehensive actions contribute to providing equitable access to a well-rounded, standards-aligned curriculum for all students, ultimately leading to increased student achievement.

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

The planned goals and actions will generally remain the same. Changes include adjusting Metric 1.11, its baseline, and desired outcomes. Since Ellevation was not providing live data, there is a need to use CALPADS data reports to monitor this metric. Additionally, the title and description of Action 1.2 were updated to reflect efforts to improve literacy.

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**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** | Curriculum: Implementation and Planning | To provide comprehensive support to schools in aligning curriculum with state standards, monitoring student progress, and refining curriculum and assessments as needed. Special attention will be given to the academic needs of English Learners, socioeconomically disadvantaged students, students with disabilities, homeless, and Hispanic groups. | $2,748,199.00 | Yes |
| **1.2** | Literacy and Academic Interventions | Offer academic interventions, as part of our multi-tiered system of supports, at all grade levels to support student learning including English learners, long term English learners, foster youth, socioeconomically disadvantaged, student with disabilities, homeless youth, and Hispanic student groups. | $368,250.00 | Yes |
| **1.3** | Instructional Aides and Materials | Utilize instructional assistants to facilitate small group instruction tailored primarily for English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, and homeless students, fostering increased school readiness. | $818,035.00 | Yes |
| **1.4** | Language Acquisition and English Language Support | Provide additional support for English learners' language acquisition as identified through assessments and progress monitoring data to reach goals as indicated by the EL Learner Roadmap. All activities are above and beyond the base instructional program and include the following:<br><br>a. Ongoing professional development designed to improve the quality of English language development, targeting integrated and designated ELD and instructional strategies.<br>b. Curriculum planning and alignment of ELD standards using supplemental materials for language development support in Designated ELD, incorporating the most current strategies, resources, and best practices to effectively support English learners. | $1,012,965.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | c. Targeted progress monitoring for Long-Term English Learners (LTELs) who are not making progress.<br>d. Offering a dual immersion program to provide an enriched educational experience. | | |
| **1.5** | Long Term English Learners Language Acquisition Supports | We will offer extensive additional assistance to schools to support language acquisition for long-term English learners and English learners with an overall ELPAC Level 3 while maintaining the current outreach and progress monitoring protocol. The aim is to increase reclassification progress by providing professional development to Designated ELD teachers, targeted case management for students not meeting all reclassification criteria, and progress monitoring and intervention for students not making progress, equipping them with the resources necessary for successful reclassification. Priority will be given to schools that score low on the English Learner Progress Indicator (ELPI), namely Calexico High School and Kennedy Gardens Elementary School. | $8,000.00 | Yes |
| **1.6** | Foster and Homeless Student Academic Progress Monitoring | The Foster/Homeless Facilitators and Director of the Community School will oversee the academic progress of foster/homeless students through the "Individual Academic Support Plan." Each student will collaborate with the facilitators to devise the plan and establish a "SMART" goal. These plans will be documented in synergy, with follow-up meetings scheduled three times a year to monitor goal implementation and attainment. | $37,021.00 | Yes |
| **1.7** | Districtwide Professional Development | Provide district-wide professional development for certificated and classified staff in the implementation of state standards and evidence-based instructional strategies to increase academic achievement with a focus on the academic needs of students groups falling under the "red" performance level in ELA and mathematics indicators on the CA Dashboard . | $96,279.00 | Yes |
| **1.8** | Recruitment and Retainment of Staff | Continue to recruit and retain high quality certificated & classified staff for all positions including difficult-to-fill positions by maintaining and expanding | $92,754.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | our partnerships with institutions of higher education and providing a high quality new teacher induction program (student teachers, interns, tutors). | | |

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | (Technology) We aim to equip students and teachers with the necessary tools for future readiness by ensuring access to technology and the internet, supporting staff development to improve technology use, and meeting each student's learning needs to boost achievement and close performance gaps. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Goal two, focusing on technology integration, aims to continue equipping students with 21st Century Skills and preparing them for the world beyond high school. This goal is committed to providing students and staff access to technology and connectivity to strengthen instruction and support the diverse learning needs of our unduplicated students. The integration of technology into instruction will lead to improved learning outcomes. Our analysis of local data revealed the need to expand our wireless capabilities to support our 1:1 initiative and provide network access to high-density, low-income housing areas. Additionally, the data highlighted the necessity for professional development in instructional technology. These identified metrics and our planned actions will help enhance instruction, support the diverse learning needs of our students through effective technology integration, and ultimately improve student academic achievement.

During our LCAP Core Committee meetings, which include teachers, administrators, parents, students, and other staff, there was a consensus on the need to increase professional development opportunities for teachers and instructional aides to effectively integrate technology into teaching. Emphasis continues to be aligning technology integration with grade-level standards rather than focusing solely on skill practice. Teachers emphasized the importance of prioritizing quality over quantity, suggesting a focus on select areas of technology integration and advocating for increased teacher input through pilot programs or innovation groups. Other staff members highlighted the need to invest in technology resources and infrastructure to provide educators with the tools necessary to navigate the challenges of the digital age. All educational partners stressed the need to decrease the amount of screen time. Additionally, there was a call for training teachers to enhance student learning through project-based lessons using technology.

* There is a need to continue supporting our wireless capabilities to support our 1:1 initiative and provide network access to high density/low-income housing.
* There is a need to continue upgrading and maintaining Wi-Fi capabilities with the latest connection standards and the district core network equipment.
* Additionally, we need to maintain and monitor one-to-one classroom learning environment and update staff technology equipment based on the district technology plan.
* There is also a need to provide professional development to teachers and support staff as indicated by our LCAP Core Committee.

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* We also need to monitor our various digital platforms for usage and/or implementation.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Student Technology Ratio Percentage of Students with Devices | 2023-24 Report<br><br>100% of students have a device | 2024-25 Report<br><br>100% of students have a device | | 100% of students have a device | Student device 0% |
| 2.2 | Percentage of student with home network access | 2023-24 Report<br><br>100% of students have home network access evidenced by Borderlink access reports and MiFi distribution logs | 2024-25 Report<br><br>100% of students have home network access evidenced by Borderlink access reports and MiFi distribution logs | | 100% of students have home network access | Network access 0% |
| 2.3 | Staff Updated Equipment Percentage of Staff With Updated Devices | 2023-24 Report<br><br>95% of staff have updated devices | 2024-25 Report<br><br>95% of staff have updated devices | | 95% of staff have updated devices | Staff device 0% |
| 2.4 | Usage of Data Management System Usage Percentage | 2023-24 Data Management Report:<br><br>72% of teachers have used district data management system | 2024-25 Data Management Report:<br><br>80% of teachers have used district data management system | | 90% of teachers have used district's data management system. | Usage +8% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.5 | Number of Instructional Technology Professional Development Trainings | 2023-24 Professional Development Report:<br><br>15 Trainings Offered | 2024-25 Professional Development Report:<br><br>36 Trainings Offered | | Will offer 30 instructional technology professional development training sessions. | Trainings +21 |

# Goal Analysis [2024-25]

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

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

There were no substantive differences in the planned actions. All actions and services were fully implemented with fidelity and were found to be effective. Positions continue to be filled (Action 2.1). With the guidance of the Technology Director and Technology Coordinator, the technology committee met three times during the school year (Action 2.1) and successfully guided the work in relation to instructional technology. The technology department has been monitoring and purchasing equipment for both students and staff (Action 2.3) to ensure we sustain our 1:1 technology ratio, in addition to enhancing our technology infrastructure (Action 2.2). The technology department, technology coaches, and technology school leads have successfully supported classroom teachers in the implementation of technological tools (2.1). We continue to prioritize funding for purchasing devices for students, updating staff devices, and securing MiFi devices in order to enhance our 1:1 Digital Learning environment with home access to the district's network. CUSD will continue to build capacity in the area of instructional technology. We have added maker spaces at all elementary sites. Students carry their devices from home to school and continue to have access to the district network, including access to MiFi for students who live outside the city boundaries. One of our challenges is ensuring that students keep their devices charged and in good condition. Another challenge expressed by educational partners is the increasing amount of screen time to which our students are exposed. To maintain a safe digital environment, we utilize management systems to monitor mobile devices, monitor student academic progress through a centralized data system, and monitor library services to support teaching and learning (Action 2.3). These efforts represent both the challenges and successes of our technology integration initiatives.

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.

Staff completed the planned training, and all positions were funded; however, we underbudgeted and spent additional funds under Action 2.1. Under Action 2.2, we replaced student devices for several grade levels as planned; however, some funding remained unspent. The additional expense was covered by reallocating funds from other goals as needed.

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

All actions and services were implemented with fidelity and found to be effective. Particularly effective has been the professional development offered over time, which teachers found relevant to their work and easily implemented in the classroom. There has been increased ease in using different methods to deliver instruction and collect assignments. The district continues to invest in professional development in the area of instructional technology (Action 2.1). The Technology Committee continues to meet to provide valuable input for evaluating the district technology plan, which establishes our district's vision for technology (Action 2.1). The committee met three times this school year. A recommendation was made to focus on specific tools rather than a wide variety. Under Action 2.2, we continue to maintain a 1:1 device ratio for students (100% of students have access to a device), and 100% of our students have home network access due to improvements in our technology infrastructure (Action 2.3).

Additionally, 95% of our staff have updated devices. Technology technicians also found it easy to update applications and programs through our mobile device management system (Action 2.3). Site and district staff were able to monitor student academic progress through our data management system (Action 2.3). As part of creating a literacy-rich culture in our schools, we will continue to enhance our library services through a Library Management System (Action 2.3). All these actions have allowed us to make progress toward equipping students with 21st-century skills, providing students and staff access to technology and connectivity, with a focus on professional development to strengthen instruction and support the diverse learning needs of our students through effective implementation of technology in the classroom. With assistance from our Technology Director and Technology Coordinator, our technology coaches and teacher technology leads offer various training sessions to support core academic instruction.

The district will continue to build capacity in the area of instructional technology and work towards maintaining a 1:1 digital environment. We will continue to Improve and maintain the district's infrastructure to meet the demands of student ratio and provide connectivity and access to our unduplicated pupils and enhance their school experience.

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

The planned goal, metrics, target outcomes, and actions will remain unchanged.

**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** | Student Access to Technology, Vision and Professional Development | We will strategize, implement, and maintain technology hardware, systems, and instructional applications to ensure students have access to current technology skills and optimal learning tools, while also providing | $3,891,919.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | professional development for staff and overseeing Technology Resource Standards and updates through the Technology Committee. | | |
| **2.2** | Technology Equipment, Infrastructure and Systems | Maintain technology equipment for students and staff, improve district infrastructure for connectivity, and utilize a Mobile Device Management System to ensure regular updates, all aimed at meeting the latest technology standards and enhancing the school experience. | $2,773,122.00 | Yes |
| **2.3** | Data Management Systems | Utilize Database Management Systems to efficiently organize and manage educational data, ensuring secure access, integrity, and facilitating tasks such as creation, retrieval, and administration to support student academic performance. This is achieved by providing insights into progress, identifying areas for improvement, informing instructional strategies, and enabling educators to make data-driven decisions to support effective learning. | $159,801.00 | Yes |

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | (Portrait of a Graduate) We aim to prepare students with a strong academic foundation and essential qualities, partnering with students, parents, and the community to provide insights into various postsecondary paths, ensuring they're adaptable and ready for future challenges in college and careers. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal Three prioritizes providing students with access to a rigorous and comprehensive course of study to equip them with the knowledge necessary for a diverse range of postsecondary pathways. In recent years, an analysis of our seniors revealed a need to improve completion rates for 6-year post-secondary plans. Examination of the progress of this program indicated the necessity for additional support to assist students, particularly our unduplicated pupils, in developing comprehensive plans to guide their future endeavors. Analysis of first-semester grades for the 2024-25 academic year revealed concerning results, with a significant number of Ds and Fs recorded in college prep courses, with English learners accounting for sixty-eight percent (66%) of these failing grades. These trends underscore the need to enhance support for unduplicated pupils to achieve passing grades in these courses, as well as to provide alternative pathways for credit recovery if needed. Enrollment data analysis revealed disparities in access to Advanced Placement (AP) courses and dual enrollment opportunities, particularly among English learners, foster youth, and low-income students.

Our examination of the 20234 Dashboard highlighted disparities in college and career readiness, with certain student subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, homeless students, and Hispanic students, showing lower rates of preparedness compared to the overall student population. Additionally, there were noticeable gaps in the percentage of students meeting UC/CSU A-G eligibility criteria between our unduplicated pupil subgroup and the overall student population. These findings underscore the need to enhance academic engagement in the areas of college and career readiness and broaden access to a comprehensive course of study.

During our LCAP Core Committee meetings, comprising teachers, administrators, parents, students, and other staff, there was a consensus on the importance of preparing students for the workforce or higher education through Career and Technical Education (CTE) programs, A-G

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education, and college and career pathway motivation. Emphasis was placed on the need for enhanced school counseling services to support students in academic and career planning and to expand course offerings to cater to diverse student interests and career goals. Educational partners stressed the importance of involving various stakeholders, including parents, teachers, and the community, in the educational planning process to ensure alignment with student needs and goals. The actions and metrics identified will contribute to providing equitable access to a rigorous and comprehensive course of study and will equip students, educators, and parents with the knowledge necessary for diverse postsecondary pathways. Additional services provided for our unduplicated pupils will assist them with the knowledge and skills they need for college and career readiness.

* Based on the 2024 Dashboard, our CCI indicator showed 32.7% of Calexico Unified seniors at a “Prepared Level”. Our student group data for the 2024 CCI Indicator is the following; English learners - 13.3%, socioeconomically disadvantaged - 31.1%, students with disabilities - 7.5%, homeless - 17%, Hispanic - 32.2%.
* Based on the 2024 Data Quest, only 31.2% of Calexico Unified seniors were meeting the A-G requirements (37.1% at Calexico High School and 1.6% at Aurora High School). Our 2023-24 A-G completion student group data is the following; English learners - 14.0%, socioeconomically disadvantaged - 28.9%, students with disabilities - 11.5%, homeless - 17.8%, Hispanic - 30.8%.
* Based on the 2024 Data Quest 14.1% of Calexico Unified seniors obtained the Seal of Biliteracy. Our 2023-24 Seal of Biliteracy completion student group data is the following; English learners - 5.2%, socioeconomically disadvantaged - 14.0%, students with disabilities - 0%, homeless - 11.1%, Hispanic - 14.1%.
* Based on our 2024 CALPADS data, 90.3% completed a pathway. Our CTE completer data for student groups is the following; English learners - 17.2%, socioeconomically disadvantaged - 74.6%, students with disabilities - 4.7%, homeless - 1.1%. There is a need to monitor student capstone completion rates and promote Career Tech Education to our English learners, students with disabilities and homeless youth.
* In 2024 we had 12.77% of 11th graders and 8.56% of 12th graders enrolled in a Dual Enrollment course. We want to increase these offerings to our unduplicated pupils.
* There is a continued need to build a structured system for building and monitoring student academic plans from 6th through 12th grade.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | CA Dashboard College and Career Indicator Percentage Prepared | 2023 CA Dashboard<br><br>District 29.0%<br>EL 8.5%<br>SED 27.0%<br>FY Less than 11 students<br>SWD 7.0% | 2024 CA Dashboard<br><br>District 32.7%<br>EL 13.3%<br>SED 31.1%<br>FY Less than 11 students | | District 59%<br>EL 51%<br>SED 59%<br>FY 59%<br>SWD 51%<br>Homeless 56%<br>Hispanic 59% | District +3.7%<br>EL +4.8%<br>SED +4.1%<br>FY Less than 11 students<br>SWD +0.5%<br>Homeless -3.6%<br>Hispanic +3.5% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Homeless 20.6%<br>Hispanic 28.7% | SWD 7.5%<br>Homeless 17%<br>Hispanic 32.2% | | | |
| 3.2 | CA Dashboard Additional Report Percentage CCI Met via SBAC | 2023 College/Career Levels & Measures Report<br><br>District 12.1%<br>EL 0.9%<br>SED 9.4%<br>FY Less than 11 students<br>SWD 0.2%<br>Homeless 0.4%<br>Hispanic 12.1% | 2024 College/Career Levels & Measures Report<br><br>District 11.7%<br>EL 1.6%<br>SED 9.2%<br>FY Less than 11 students<br>SWD 0.1%<br>Homeless 0.7%<br>Hispanic 11.3% | | District 53%<br>EL 48%<br>SED 52%<br>FY 52%<br>SWD 48%<br>Homeless 48%<br>Hispanic 53% | District -0.4%<br>EL +0.7%<br>SED -0.2%<br>FY Less than 11 students<br>SWD -1.0%<br>Homeless +0.3%<br>Hispanic -0.8% |
| 3.3 | SBAC Report Percentage of 11th graders Exceeded in ELA (College Ready) | 2023 SBAC 11th Grade ELA Ready<br><br>District 20.74%<br>EL 1.87%<br>LTEL 1.03%<br>SED 19.84%<br>FY Less than 11 students<br>SWD 1.92%<br>Homeless 0%<br>Hispanic 20.32% | 2024 SBAC 11th Grade ELA Ready<br><br>District 18.33%<br>EL 0.61%<br>LTEL 0%<br>SED 16.30%<br>FY Less than 11 students<br>SWD 7.69%<br>Homeless 6.25%<br>Hispanic 18.41% | | District 35%<br>EL 10 %<br>LTEL 10%<br>SED 35%<br>FY 35%<br>SWD 10 %<br>Homeless 10%<br>Hispanic 35% | District -2.41%<br>EL -1.26%<br>LTEL -1.03%<br>SED -3.54%<br>FY Less than 11 students<br>SWD +5.77%<br>Homeless +6.25%<br>Hispanic -1.91% |
| 3.4 | SBAC Report Percentage of 11th graders Exceeded in Math (College Ready) | 2023 SBAC 11th Grade Math Ready<br><br>District 3.65%<br>EL 0.78% | 2024 SBAC 11th Grade Math Ready<br><br>District 3.09% | | District 18%<br>EL 10 %<br>LTEL 10%<br>SED 18%<br>FY 18% | District -0.56%<br>EL -0.49 %<br>LTEL 0%<br>SED -0.39% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | LTEL 0%<br>SED 2.74%<br>FY Less than 11 students<br>SWD 1.92%<br>Homeless 5.26%<br>Hispanic 3.43% | EL 0.29%<br>LTEL 0%<br>SED 2.35%<br>FY Less than 11 students<br>SWD 0%<br>Homeless 0%<br>Hispanic 3.10% | | SWD 10%<br>Homeless 18 %<br>Hispanic 18% | FY Less than 11 students<br>SWD -1.92%<br>Homeless -5.26%<br>Hispanic -0.33% |
| 3.5 | College Board AP Score Report<br>Percentage Scoring 3 or higher | 2022-23 AP Score Report<br><br>AP Exams passed with a score of 3 or higher = 64% | 2023-24 AP Score Report<br><br>AP Exams passed with a score of 3 or higher = 72% | | AP Exams passed with a score of 3 or higher = 74% | AP Exams +8% |
| 3.6 | College Board Report and CA Dashboard Additional Report<br>Percentage CCI Met Via AP Exams<br>Percentage of students that passed 2 or more AP exams with a 3 or higher | 2023 College Board AP Report and College/Career Levels & Measures Report<br><br>Total Students passing 2 or more AP Exams = 363<br>District 16% (58/363)<br>EL 1.4% (5/363)<br>SED 12.9% (47/363)<br>SWD 0% (0/363)<br>Homeless 1.7% (6/363)<br>Hispanic 15.7% (57/363) | 2024 College Board AP Report and College/Career Levels & Measures Report<br><br>Total Students passing 2 or more AP Exams = 431<br>District 15.1% (65/431)<br>EL 2.1% (9/431)<br>SED 12.5% ((54/431)<br>SWD 0% (0/431)<br>Homeless 0.9% (4/431)<br>Hispanic 14.6% (63/431) | | 2 or more AP Exams passed with a score of 3 or higher<br><br>District 54%<br>EL 49%<br>SED 53%<br>SWD 48%<br>Homeless 49%<br>Hispanic 54% | District -0.9%<br>EL +0.7%<br>SED -0.4%<br>SWD 0.0%<br>Homeless -0.8%<br>Hispanic -1.1%<br>LTEL New group |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | LTEL 0.5% (2/431)<br>New group | | | |
| 3.7 | Synergy Report Percentage of students participating in Dual Enrollment | 2022-23 Synergy Report<br><br>Total Participation = 184<br>(Duplicated Counts)<br><br>EL 8.2% (15/184)<br>SED 75% (138/184)<br>FY NA<br>SWD 0.7% (2/184)<br>Homeless 0.7% (2/184)<br>Hispanic 97.8% (180/184) | 2023-24 Synergy Report<br><br>Total Participation = 156<br>(Duplicated Counts)<br><br>EL 3.8% (6/156)<br>SED 89.97% (131/156)<br>FY NA<br>SWD 0.6% (1//156)<br>Homeless 16.66% (26/156)<br>Hispanic 94.87% (148/156) | | (Duplicated Counts)<br>EL 13%<br>SED 80%<br>FY 5%<br>SWD 5%<br>Homeless 5%<br>Hispanic 98% | EL -4.4%<br>SED +14.97%<br>FY NA<br>SWD -0.1%<br>Homeless +15.96%<br>Hispanic -2.93% |
| 3.8 | Data Quest Percentage of A-G Compliance | 2023 Data Quest<br><br>District 31.9%<br>EL 12.1%<br>SED 30.1%<br>FY Less than 10 students<br>SWD 6.5%<br>Homeless 21.6%<br>Hispanic 31.6% | 2024 Data Quest<br><br>District 31.2%<br>EL 14.0%<br>SED 28.9%<br>FY Less than 10 students<br>SWD 11.5%<br>Homeless 17.8%<br>Hispanic 30.8% | | District 61%<br>EL 53%<br>SED 60%<br>FY 60%<br>SWD 51%<br>Homeless 57%<br>Hispanic 61% | District -0.7%<br>EL +1.9%<br>SED -1.2%<br>FY Less than 10 students<br>SWD +5.0%<br>Homeless -3.8%<br>Hispanic -0.8% |
| 3.9 | CA Dashboard Additional Report Percentage CCI Met via A-G (CTE Pathway, | 2023 College/Career Levels & Measures Report | 2024 College/Career Levels & Measures Report | | District 57%<br>EL 49%<br>SED 55%<br>FY 55% | District +4.0%<br>EL -0.3%<br>SED +3.2% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | SBAC, College Credit, AP) | District 21.6 %<br>EL 3.2%<br>SED 17.8%<br>FY Less than 11 students<br>SWD 0.4%<br>Homeless 1.5%<br>Hispanic 21.2% | District 25.6 %<br>EL 2.9%<br>SED 21%<br>FY Less than 11 students<br>SWD 0.6%<br>Homeless 0.9%<br>Hispanic 25% | | SWD 48%<br>Homeless 49%<br>Hispanic 56% | FY Less than 11 students<br>SWD +0.2%<br>Homeless -0.6%<br>Hispanic +3.8% |
| 3.10 | CALPADS/Synergy Percentage of CTE Completers Enrolled in a Capstone Course. | 2022-23 CALPADS/Synergy 2023 Reports<br><br>District 41.5% (117/282)<br>EL 9.2% (26/282)<br>SED 31.2% (88/282)<br>FY Less than 11 students<br>SWD 4.3% (12/282)<br>Homeless 2.8% (8/282) | 023-24 CALPADS/Synergy 2023 Reports<br><br>District 90.3% (252/279)<br>EL 17.2% (48/279)<br>SED 74.6% (208/279)<br>FY Less than 11 students<br>SWD 4.7% (13/279)<br>Homeless 1.1% (3/279) | | District 65%<br>EL 52%<br>SED 60%<br>FY 60%<br>SWD 50%<br>Homeless 49% | District +48.8%<br>EL +8.0%<br>SED +43.4%<br>FY Less than 11 students<br>SWD +0.4%<br>Homeless -1.7% |
| 3.11 | CA Dashboard Additional Report Percentage CCI Met via CTE Pathway Completion (SBAC, College Credit) | 2023 College/Career Levels & Measures Report and CALPADS<br><br>District 48.2% (54/112)<br>EL 3.5 % (4/112)<br>SED 35.7 % (40/112)<br>FY Less than 11 students | 2024 College/Career Levels & Measures Report and CALPADS<br><br>District 44.4% (110/248)<br>EL 8.5% (21/248) | | District 54%<br>EL 49%<br>SED 63%<br>FY Less than 11 students<br>SWD 0%<br>Homeless 49%<br>Hispanic 67% | District -3.8%<br>EL +5.0%<br>SED +2.2%<br>FY Less than 11 students<br>SWD +0.4%<br>Homeless -2.2%<br>Hispanic -3.2% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD 0%<br>Homeless 2.6% (3/112)<br>Hispanic 46.4 % (52/112) | SED 37.9% (94/248)<br>FY Less than 11 students<br>SWD 0.4% (1/248)<br>Homeless 0.4% (1/248)<br>Hispanic 43.2 % (107/248) | | | |
| 3.12 | CA Dashboard Additional Report<br><br>Percentage Met UC/CSU Requirements and CTE Pathway Completion | CA Dashboard 2023<br><br>6.1% (50/825) of CUSD graduates Met UC/CSU Requirements and CTE Pathway Completion | CA Dashboard 2024<br><br>14.9% (123/826) of CUSD graduates Met UC/CSU Requirements and CTE Pathway Completion | | 15% of CUSD graduates Met UC/CSU Requirements and CTE Pathway Completion | Met UC/CSU and CTE +8.8% |
| 3.13 | Data Quest Seal of Biliteracy Percentage | 2023 Data Quest<br><br>District 18.8%<br>EL 4.4%<br>SED 17.9%<br>FY Less than 10 students<br>SWD 0.0%<br>Homeless 14.9%<br>Hispanic 18.7% | 2024 Data Quest<br><br>District 14.1%<br>EL 5.2%<br>SED 14.0%<br>FY Less than 10 students<br>SWD 0.0%<br>Homeless 11.1%<br>Hispanic 14.1% | | District 56%<br>EL 50%<br>SED 55%<br>FY Less than 10 students<br>SWD 48%<br>Homeless 54%<br>Hispanic 55% | District -4.7%<br>EL +0.8%<br>SED -3.9%<br>FY Less than 10 students<br>SWD 0%<br>Homeless -3.8%<br>Hispanic -4.6% |
| 3.14 | Synergy Report Percentage of students completing two or more years of Naval class and meeting CCI via | 2023 College/Career Levels & Measures Report and Synergy Report<br><br>District 11% (10/91) | 2024 College/Career Levels & Measures Report and Synergy Report | | District 26%<br>EL 13%<br>SED 26%<br>FY Less than 11 students<br>SWD 15% | District +21.3%<br>EL +4.3%<br>SED +21.3%<br>FY Less than 11 students<br>SWD 0% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Leadership Military Science (SBAC) | EL 2.2% (2/91)<br>SED 11% (10/91)<br>FY Less than 11 students<br>SWD 0% (0/91)<br>Homeless 4.4% (4/91)<br>Hispanic 9.9% (9/91) | District 32.3% (10/31)<br>EL 6.5%(2/31)<br>SED 32.3% (10/31)<br>FY Less than 11 students<br>SWD 0% (0/31)<br>Homeless 12.9% (4/31)<br>Hispanic 29.0% (9/31) | | Homeless 19%<br>Hispanic 25% | Homeless +8.5%<br>Hispanic +19.1% |
| 3.15 | Synergy Report Course Access - Priority 7 Synergy Report Percentage enrolled in AP, CTE and Dual Enrollment Classes | 2022-23 Synergy Report<br><br>The district will review and revise state self-reflection tool and report findings to the school board annually to meet local indicator.<br><br>Local Indicator Met. Findings reported to the school board on June 29, 2023.<br>Increase the Number of students participating in AP, CTE, and Dual Enrollment classes<br><br>20.09% of CUSD 11th graders were enrolled in an AP Class (unduplicated count) | 2023-24 Synergy Report<br><br>The district will review and revise state self-reflection tool and report findings to the school board annually to meet local indicator.<br><br>Local Indicator Met. Findings reported to the school board on June 27, 2024.<br>Increase the Number of students participating in AP, CTE, and Dual Enrollment classes | | The district will review and revise state self-reflection tool and report findings to the school board annually to meet local indicator.<br><br>Local Indicator Met. Findings reported to the school board.<br>Increase the Number of students participating in AP, CTE, and Dual Enrollment classes<br><br>30% of CUSD 11th graders were enrolled in an AP Class | -0.79% of CUSD 11th:AP<br><br>+7.76% of CUSD 12th:AP<br><br>+0.64% of CUSD 11th:CTE<br><br>+9.78% of CUSD 12th:CTE<br><br>+4.81% of CUSD 11th:Dual Enrollment<br><br>+1.66% of CUSD 12th: Dual Enrollment |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 18.97% of CUSD 12th graders were enrolled in an AP Class (unduplicated count)<br><br>61.09% of CUSD 11th students were enrolled in a CTE course (unduplicated count)<br><br>32.27% of CUSD 12th students were enrolled in a CTE course (unduplicated count)<br><br>7.96% of CUSD 11th students were enrolled in a Dual Enrollment course (unduplicated count)<br><br>6.90% of CUSD 12th students were enrolled in a Dual Enrollment course (unduplicated count) | 19.3% of CUSD 11th graders were enrolled in an AP Class (unduplicated count)<br><br>26.73% of CUSD 12th graders were enrolled in an AP Class (unduplicated count)<br><br>61.73% of CUSD 11th students were enrolled in a CTE course (unduplicated count)<br><br>42.05% of CUSD 12th students were enrolled in a CTE course (unduplicated count)<br><br>12.77% of CUSD 11th students were enrolled in a Dual Enrollment course (unduplicated count)<br><br>8.56% of CUSD 12th students were | | (unduplicated count)<br><br>29% of CUSD 12th graders were enrolled in an AP Class (unduplicated count)<br><br>71% of CUSD 11th students were enrolled in a CTE course (unduplicated count)<br><br>42% of CUSD 12th students were enrolled in a CTE course (unduplicated count)<br><br>16% of CUSD 11th students were enrolled in a Dual Enrollment course (unduplicated count)<br><br>14% of CUSD 12th students were enrolled in a Dual Enrollment course (unduplicated count) | |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | enrolled in a Dual Enrollment course (unduplicated count) | | | |

## Goal Analysis [2024-25]

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

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

All planned actions were fully implemented. We continue to fund all counseling positions (Action 3.1). Under the leadership of the district's Senior Director of College and Career Readiness, Calexico High School administration and counselors, we successfully completed a six-year academic plan and integrated it into our SIS (Action 3.2). The plan and its implementation were shared with junior high and elementary administrators and counselors. Staff will work collaboratively with students and families of our unduplicated pupils to implement these individualized middle school to graduation plans for success along with implementation of the California College Guidance Initiative Platform (CCGI). CCGI is the state's official college and career planning platform for students in grades 6–12. It helps students explore careers, plan for college, and apply for financial aid, while giving educators access to real-time data to support student progress. By 2026, all public high schools in California are required to partner with CCGI to provide students with transcript-informed accounts that support informed postsecondary planning. These academic plans will help students set academic goals, track and maintain grades, and meet graduation requirements (Actions 3.2, 3.3). We provided multiple opportunities for students to successfully complete and recover coursework through alternate means (Action 3.5). Students were able to recover credits during the school day, after school, and throughout the summer. We also increased access to CTE pathways and had a higher number of twelfth-grade students enrolled in CTE pathways, AP courses, and dual enrollment classes compared to the previous school year (Action 3.4). One emerging challenge is that elective courses compete for student enrollment, and English learners are required to take a designated ELD class, which limits their access to other electives in their schedules.

The SAT was offered to one-hundred and fifty juniors this school year. Similarly, all students enrolled in Advanced Placement (AP) courses were also offered to take the AP exams. We will continue to fund student assessments such as SAT and AP and will continue to encourage participation (Action 3.5). Our schools continue to successfully articulate through our Orenda Guidance Alignment work (Action 3.2). We continue to partner with higher education institutions (e.g., Imperial Valley College, Imperial County Office of Education, UCSD) and community agencies (e.g., Cal Soap, Upward Bound, Talent Search) to provide services and activities that ensure student college readiness (Action 3.4). Staff from these agencies are stationed at the College and Career Center classroom at Calexico High School. Students continue to participate in college field trips and school competitions (Action 3.4). We continue to support students in achieving the Seal of Biliteracy (Action 3.2). The Portrait of a Graduate Task Force is in the final stages of developing the Portrait of a Graduate poster.

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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.

All actions and services were implemented. Under Action 3.1, we underbudgeted for salaries, resulting in additional expenditures. Actions 3.2 and 3.3 had remaining funds due to limited staff participation in activities requiring extra hours or substitute coverage. We went over budget on Action 3.4 as a result of purchasing additional equipment and improving our CTE facilities. All other actions fully expended their budgets. Any remaining balances were reallocated to other actions or goals as needed.

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

All actions and services were implemented with fidelity and found to be effective. The district's goal is to ensure that all students are college and career ready. An analysis of our seniors revealed a need to improve the rates at which students completed a 6-year postsecondary plan. Under Actions 3.1 and 3.2, high school counselors met with students and developed academic plans for them. This work is in the initial stages of implementation at the junior high schools. With the leadership of our Senior Director of College and Career Readiness, Calexico High School administration and counselors the six-year academic plan was developed and integrated in our SIS (Actions 3.1, 3.2). Staff will work collaboratively with students and families of our unduplicated pupils to implement these individualized middle school to graduation plans for success along with implementation of the California College Guidance Initiative Platform (CCGI). CCGI is the state's official college and career planning platform for students in grades 6–12. It helps students explore careers, plan for college, and apply for financial aid, while giving educators access to real-time data to support student progress. By 2026, all public high schools in California are required to partner with CCGI to provide students with transcript-informed accounts that support informed postsecondary planning.

According to the 2024 California Dashboard, our base data for the College and Career Indicator (CCI) shows the following: the ALL student group has a rate of 32.7%, while English learners are at 13.3% (a 19.4% gap; a decrease of 1.1% compared to 2023), socioeconomically disadvantaged students are at 31.1% (a 1.6% gap; a decrease of 0.4% compared to 2023), students with disabilities are at 7.5% (a 25.2% gap; an increase of 0.5% compared to 2023), and the homeless student group is at 17% (a 15.7% gap; a 7.3% increase compared to 2023). At the district level, the students with disabilities group performed at the "red" level on CCI. At Calexico High School, this group also performed at the "red" level. Aurora High School had the following student groups in the "red" category: ALL, English learners, Hispanic, long-term English learners, and socioeconomically disadvantaged students.

Despite persistent gaps, every student group, except the homeless group, which saw a 3.6% decrease—demonstrated growth in the CCI in 2024. The ALL-student group increased by 3.7% (from 29% to 32.7%), English learners by 3.7% (from 9.6% to 13.3%), socioeconomically disadvantaged students by 3.7% (from 27.4% to 31.1%), students with disabilities by 0.5% (from 7% to 7.5%), and the Hispanic group by 3.5% (from 28.7% to 32.2%). Additionally, the percentage of students meeting the CCI via A-G requirements increased from 21.6% to 25.6%. Students meeting the CCI through both CTE and A-G more than doubled in 2024, rising from 6.1% to 14.9%. Furthermore, the percentage of students meeting the CCI via Leadership Military Science increased significantly, from 11% to 32.3%, a 21.3 percentage point increase.

Based on the 2024 California School Dashboard, all student groups experienced an increase in graduation rates. The ALL-student group had a 12.3 percentage point increase, rising from 81.2% to 93.5%. The graduation rate for socioeconomically disadvantaged students increased from 79.9% to 93.8% (+13.9%), students with disabilities increased from 87.5% to 91.2% (+3.7%), homeless students increased from 73.3% to 85.7% (+12.4%), and Hispanic students increased from 81.1% to 93.4% (+12.3%). English learners saw the greatest improvement, with an increase from 75.1% to 90.8% (+15.7%). Neither Calexico High School nor Aurora High School had any student groups in the "red"

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performance level for graduation. As a result of rising graduation rates, dropout rates for all student groups decreased in 2024, according to DataQuest. The ALL-student group's dropout rate decreased from 16.8% to 5.6%, English learners dropped from 23% to 7.9%, socioeconomically disadvantaged students from 18% to 5.3%, students with disabilities from 4.6% to 3.1%, homeless students from 24.5% to 13.2%, and Hispanic students from 16.9% to 5.7%.

As part of efforts to increase graduation rates and improve performance on the College and Career Indicator (CCI), the district has been actively promoting participation in Advanced Placement (AP) classes, Career Technical Education (CTE) pathways, Dual Enrollment, and the Seal of Biliteracy. In 2024, although there was a 0.79 percentage point decrease in the percentage of 11th-grade students enrolled in AP classes (from 20.09% to 19.3%), there was a 7.76 percentage point increase among 12th-grade students, rising from 18.97% to 26.73%. According to our 2024 AP Score Report, 72% of students passed AP exams with a score of 3 or higher, an 8-percentage point increase from 2023 (64%). While most student groups showed a slight decline in meeting the CCI via AP exams, English learners demonstrated growth with a 0.7 percentage point increase (from 1.4% to 2.1%). Similarly, they were the only group that showed an increase in meeting A-G requirements, growing from 12.1% to 14.0%, according to the 2024 DataQuest report.

We also observed an increase in CTE participation. The percentage of 11th-grade students enrolled in a CTE pathway rose from 61.09% to 61.73% (+0.64%), and 12th-grade enrollment increased from 32.27% to 42.05% (+9.78%). Based on our CALPADS and Synergy reports, more students were enrolled in CTE capstone courses in 2024 compared to 2023, ensuring greater opportunities to meet the CCI through pathway completion. The percentage of students enrolled in a capstone course increased significantly across multiple groups: ALL students from 41.5% to 90.3%, English learners from 9.2% to 17.2%, socioeconomically disadvantaged students from 31.2% to 74.6%, and students with disabilities from 1.3% to 4.7%. Increases were also seen in students meeting the CCI via the CTE pathway and SBAC or dual enrollment, with English learners increasing from 3.5% to 8.5%, socioeconomically disadvantaged students from 35.7% to 37.9%, and students with disabilities from 0% to 0.4%. However, slight decreases were noted for the ALL-student group, as well as homeless and Hispanic students in this category. Students meeting the CCI through a combination of CTE pathway and A-G requirements increased significantly, rising from 6.1% to 14.9%. Dual enrollment participation also showed overall improvement. Among 11th-grade students, enrollment increased from 7.96% to 12.77% (+4.81%), and among 12th graders, from 6.90% to 8.56% (+1.66%). While the total number of students enrolled in dual enrollment courses decreased by 28 students according to the 2024 Synergy Report, notable gains were made among socioeconomically disadvantaged students, who increased from 75% to 89.97% (+14.97%), and homeless students, who increased from 0.7% to 16.66% (+15.96%). However, there were slight declines in enrollment among English learners, students with disabilities, and Hispanic students.

In 2024, Seal of Biliteracy attainment declined slightly for all student groups except English learners, who saw a 0.8 percentage point increase from 4.4% to 5.2%. The ALL-student group decreased from 18% to 14.1%, socioeconomically disadvantaged students from 17.9% to 14.0%, homeless students from 14.9% to 11.1%, and Hispanic students from 18.7% to 14.1%. The percentage for students with disabilities remained unchanged at 0%.

During semester one of the 2024-25 school year at Calexico High School, we observed a slight decrease in the number of "Fs" compared to semester one of the 2023-24 school year (from 2049 to 2032 F's). Notably, English learners obtained sixty-six percent (66%) of those "F's". We continue to offer students the opportunity to complete A-G courses through Cyber High and Subject.com credit recovery programs offered after school and during summer school (Action 3.5).

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To enhance the college and career opportunities of our unduplicated students and lessen the financial burden on families, we provided access to multiple assessments, including AP, SAT, and CTE certifications. Action 3.5 funds were used to cover these assessment expenses. Our goal is to continue improving and expanding our career and technical education (CTE) pathways, AP course offerings, and Navy courses to provide our unduplicated students with the necessary skills to pursue college and career opportunities in specialized industries (Action 3.4).

Currently, we offer thirteen different pathways at Calexico High School and one pathway at Aurora High School. Additionally, the Navy class is offered from 9th to 12th grade. A Paxton Lab exploratory elective course is offered to eighth and ninth grade students. Sites provided College and Career awareness through a variety of activities such as field trips, career days/fairs, and parent training. Students also participated in various college field trips and academic competitions (Action 3.4). Academic competitions included the IVC Math Festival, ICOE Math Competitions, STEAM Festival, Science Fair, Mock Trial, Spelling Bee, and Arts Festival.

Through partnerships with higher education institutions such as Imperial Valley College, Imperial County Office of Education, UCSD, Cal Soap, Upward Bound and Talent Search, we have been able to provide services and activities that ensure college readiness for all unduplicated pupils (Action 3.4). By the end of 2024 we had 12.77% of 11th grade students and 8.56% of 12th grade students enrolled in a Dual Enrollment course (unduplicated count), increasing the opportunity for students to receive semester college credits. Our Senior Director has spearheaded Application Days and FAFSA Days during the school day to ensure students receive the support they need to successfully complete these applications. Orenda achievement specialists continue to facilitate sessions with our secondary school counselors and administrators to reflect on on-track metrics for college and career readiness including: attendance, conduct, grades, common assessments results, course placements, and social emotional support. In addition, through this work we will increase the number of student school affiliations. We will continue to enhance our college and career exploration support and increase our support to provide academic and career support to enable them to explore a variety of post-secondary options and identify their interests and strengths. To ensure stronger articulation across our district, additional articulation meetings will be provided between the high school, junior high and sixth grade staff to collaborate on coherence and student support to ensure students leave high school college and career ready. All these actions, including the Portrait of a Graduate work, have allowed us to make progress toward providing students access to a rigorous and broad course of study and equip students, educators, and parents with knowledge of entry requirements for a diverse set of postsecondary pathways (Actions 3.2, 3.3. 3.4).
With the support of our Senior Director of College and Career Readiness and actions in this goal, we aim to prepare students to be college and career ready, as indicated by the CA Dashboard College and Career Indicator.

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

The planned goal, metrics, target outcomes, and actions will remain unchanged. On Action 3.6, LTEL group was added as a new group in the Year 1 Outcome.

**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.**

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## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Academic and Career Counseling Services | Our comprehensive counseling services aim to provide students with support for academic, career, and social challenges, with a particular emphasis on enhancing social-emotional well-being. The program prioritizes unduplicated students, with special attention given to English learners, in course enrollment. We integrate College and Career Readiness Standards across all grade levels, focusing on academic goal-setting, grade tracking, and meeting graduation requirements. Additionally, we emphasize the importance of cultural understanding and academic expectations to ensure holistic student development. Other Academic and Career Counseling services to students include the implementation of the California College Initiative Platform (CCGI); College application and FAFSA workshops, College and Career/CTE Fairs and College visits. | $3,693,997.00 | Yes |
| **3.2** | Integrating a College and Career Readiness Culture from Elementary to High School | To improve college and career readiness for unduplicated pupils, we will integrate a middle school-to-graduation plan focused on academic goal-setting, grade tracking, and fulfilling graduation requirements. The following steps will be implemented:<br><br>a. Implement a Comprehensive Monitoring System: Develop a robust system for tracking students' academic plans and progress. Provide targeted training for staff, students, and parents on utilizing the system effectively. Regularly review and update academic plans to ensure alignment with graduation requirements and career goals.<br><br>b. Conduct A-G and Career Tech Pathway Parent Night Presentations: Organize informative parent night presentations detailing academic and career tech pathway plans. Provide clear, actionable information on A-G requirements and CTE opportunities. Engage parents in the academic planning process to support student success.<br><br>c. Broaden College and Career Awareness at Junior High and Elementary Levels: Introduce college and career awareness programs early in students' educational journey. Implement activities and presentations that highlight various career paths and the importance of academic achievement. Ensure students are well-prepared and informed about future opportunities. | $50,521.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | d. Increase Seal of Biliteracy Attainment: Identify potential candidates for the Seal of Biliteracy as early as 9th grade. Provide informative presentations to students, staff, and parents about the benefits and requirements of the Seal of Biliteracy. Annually recognize and celebrate students who achieve the Seal of Biliteracy.<br><br>e. Foster Enhanced Articulation and Collaboration: Strengthen collaboration between High School, Junior High, and 6th-grade staff to ensure seamless course placement. Facilitate regular meetings and communication to align curriculum and support student transitions. Ensure students have access to a comprehensive and cohesive course of study.<br><br>f. Special Attention to College and Career Preparedness for Targeted Groups: Provide focused support and resources for English learners and students with disabilities at the district level. At Calexico High School, prioritize the college and career readiness of students with disabilities. At Aurora High School, address the needs of English learners, homeless students, socioeconomically disadvantaged students, and Hispanic students. | | |
| **3.3** | Portrait of a Graduate Task Force | To ensure that our students are equipped with 21st-century competencies, we will establish a dedicated task force to develop the district's Portrait of a Graduate. This initiative will be led by the Task Force and the Sr. Director of College and Career Readiness, who will engage in comprehensive research and community outreach. The Portrait of a Graduate will guide instructional and learning experiences across the district. The following steps will be implemented:<br><br>a. Formation of the Task Force: Composed of various educational partners.<br>b. Research and Development: Conduct extensive research on 21st-century skills and competencies essential for student success.<br><br>c. Community Outreach and Engagement: Organize presentations and workshops at all school sites to gather feedback and insights from the community. | $15,000.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | d. Formalizing the Portrait of a Graduate: Synthesize the research and community feedback to create a comprehensive Portrait of a Graduate. Outline the key competencies and skills that students should develop by the time they graduate. Ensure the Portrait reflects the district's vision, values, and commitment to student success.<br><br>e. Implementation and Integration: Develop a strategic plan to integrate the Portrait of a Graduate into curriculum, instruction, and assessment practices. Provide professional development for educators to align teaching strategies with the Portrait's competencies.<br><br>f. Continuous Evaluation and Improvement: Establish metrics and indicators to assess the effectiveness of the Portrait of a Graduate. Regularly review and update the Portrait based on feedback and changing educational needs. Celebrate and showcase student achievements that align with the Portrait's competencies. | | |
| **3.4** | CTE and College and Career Services and Opportunities | To equip our unduplicated students, particularly English learners, with the skills and resources necessary for success in industries and higher education, we will enhance our Career Technical Education (CTE) programs, Naval Program, and college and career readiness opportunities through the following initiatives:<br><br>a. Improve and Expand CTE and Navy Courses: Expand and improve CTE courses to align with current labor market needs, ensuring that students acquire relevant and in-demand skills. Strengthen Navy-related courses to provide students with specialized skills required in maritime and defense industries. Allocate funds for purchasing necessary materials, supplies, and equipment for each CTE and Navy course to ensure high-quality, hands-on learning experiences.<br><br>b. Establish Career Technical and College Partnerships: Forge partnerships with higher education institutions to create seamless pathways for students from high school to college. Collaborate with community agencies to provide additional resources and support services for students. Partner with Imperial Valley College (IVC) and the Imperial | $4,032,495.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | County Office of Education (ICOE) to expand dual enrollment opportunities, career exploration, and technical training programs.<br><br>c. Increase CTE and College and Career Readiness Opportunities: Continue to offer and expand presentations, trainings, and workshops on CTE and college and career readiness topics. Increase dual enrollment opportunities to allow students to earn college credits while still in high school. Organize events such as Higher Education Week to expose students to various college and career options. Provide workshops on college applications and FAFSA to assist students and parents in navigating the college admissions and financial aid processes. Arrange field trips to colleges and universities to give students a firsthand experience of campus life and academic programs. Offer extracurricular activities and academic competitions that enhance students' skills and knowledge in various fields. Conduct workshops for parents and students to inform and engage them in the college and career planning process. Participation in CTE/NJROTC Leadership and Academic Competitions<br><br>d. Integrate and Expand CTE Course Offerings: Expand CTE course offerings from elementary to high school. Implement CTE elective wheels, Paxton Labs, and other CTE curricula to provide diverse learning opportunities. Ensure students are exposed to a wide range of career and technical education options to support their interests and career aspirations.<br><br>e. Integrate STEM, MESA, Robotics and CTE Wheel: As part of the college and career readiness, expand course offering in the areas of STEM, MESA, Robotics and CTE Wheel offerings.<br><br>By implementing these initiatives, we aim to provide our unduplicated students with comprehensive and robust CTE programs, Naval Program opportunities, and enhanced college and career readiness support, ensuring their success in both industries and higher education. | | |
| **3.5** | Student Credit Recovery and | Provide equitable access to educational opportunities and support for students, particularly those who may face barriers to academic success | $95,315.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | College and Career Assessments | such as English learners, Socioeconomic disadvantage students, students with disabilities, and homeless youth.<br><br>a. Provide alternate means for unduplicated pupils to complete or recover coursework beyond the regular school day or instructional year. This may involve offering additional staffing and software licenses to facilitate access to educational resources and support.<br><br>b. Continuation of College and Career opportunities for all students, including the provision of multiple assessments such as Advanced Placement,<br>PSAT, ACT, SAT, ACT Explore, ASVAB, and Industrial/National Certification/Exams for CTE Pathways. Additionally, preparation sessions are offered to alleviate the financial burden on families. | | |

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | (Pupil Engagement and School Climate) We will promote a positive school climate that increases student achievement, engagement, and positive behaviors with special attention to all students, to include: foster youth, English Learners, students with disabilities, homeless, socioeconomically disadvantaged, and Hispanic students. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Increasing pupil engagement and enhancing school climate are the focus of Goal Four as CUSD addresses the continuing chronic absenteeism. CUSD strives to improve its positive school climate to foster greater student engagement while promoting increased learning and academic success. A thorough analysis of our metrics related to school climate and student engagement indicates that there are unique needs and gaps in relation to our unduplicated pupils. Educational partners (staff, parents, and students) agreed that there are continued needs to support students' behavioral, social-emotional, and mental health needs. The last three years have continued to illuminate the fact that one size does not fit all when providing an academic program for our unduplicated pupils. CUSD is committed to providing alternative educational options to students. 2024 Dashboard data shows an increase in chronic absenteeism rates. Calexico Unified School District continues to experience high chronic absenteeism rates and low student engagement. An analysis of California State Dashboard, Dataquest, and Healthy Kids Survey data, as well as other local metrics, indicates a need to improve student attendance, engagement, meaningful participation and connectedness. In addition, there is a need to focus on increasing social-emotional support for students.

The district will improve positive school climates to foster greater student engagement and promote learning and academic success. During our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, the team expressed the need to continue implementing professional development for all staff in MTSS, PBIS, SEL, and other measures relevant to promoting positive behaviors. It also highlighted the need to develop creative incentives to motivate students to attend school regularly, ensuring they feel incentivized and valued for their attendance. They also found a need to increase the variety of activities and allocate funds for school incentive activities like dances, ice cream socials, trips, assemblies, and movie days. Students shared the need to create a more collaborative learning environment in classrooms through more interactive learning activities, discussions, and group activities to engage students. Teachers and administrators shared the need to continue allocating a budget for incentives. Students expressed a need for teachers and other staff to form better relationships with students where they feel more welcoming, and where teachers or staff are more understanding with them, as well as teachers being more patient with students.

The district plans to improve performance through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

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* On the 2024 CA School Dashboard, our Chronic Absenteeism Indicator showed a rate of 41.1% after a decline of 36.7% from the prior year. The Chronic Absenteeism Indicator is currently at a “red" level for all students and the following student groups: English learners, Hispanic, homeless, socioeconomically disadvantaged and students with disabilities. Foster youth and long-term English learners are in the “yellow" level. Our 2024 chronic absenteeism subgroup data is the following: English learners - 46.0%, long-term English learners - 40.1%, socioeconomically disadvantaged Students - 42.5%, students with disabilities - 48.8%, homeless youth - 53.8%, foster youth - 15.4%, Hispanic - 41.2%.
* The 2024 CUSD Data Quest Cohort Outcome Data shows an overall cohort dropout rate of 5.6%. Our 2023-24 dropout rate student group data is the following: English learners - 7.9%, socioeconomically disadvantaged - 5.3%, students with disabilities - 3.1%, homeless - 13.2%, Hispanic - 5.7%.
* The 2023-24 CUSD CA Dashboard Additional Data showed an 93.5% graduation rate for the district, an increase of 12.3% over the prior year. Long-term English learners had the highest increase in their graduation rate (16.7%), followed by English learners with an increase in the graduation rate of 15.7%. Our graduation student group data is the following: English learners - 90.08%, long-term English learners - 91.6%, socioeconomically disadvantaged - 93.8%, students with disabilities - 91.2%, homeless - 85.7%, Hispanic 93.4%.
* The 2023-24 CUSD CA Dashboard Suspension Rate data showed 3.1% suspension rate for all students. Our 2024 suspension rate for student groups is the following: English learners - 3.6%, long-term English learners - 8.7%, socioeconomically disadvantaged - 3.3%, foster youth - 5.4%, students with disabilities - 5.2%, homeless - 5.7%, Hispanic - 3.1%.
* Based on the 2025 Healthy Kids Survey 70% of 5th graders, 50% of 7th graders, 50% of 9th graders, 51% of 11th graders and 57% of NT students felt connected to school. Furthermore, 37% of 5th graders, 27% of 7th graders, 25% of 9th graders, 28% of 11th graders and 28% of NT students felt meaningful participation in school.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | A2A Report Attendance Percentage | 2022-23 A2A Report<br><br>90.9% | 2023-24 A2A Report<br><br>Report 91.5% | | 96% | A2A +0.6% |
| 4.2 | Synergy P2 ADA Percentage | 2022-23 ADA Report<br><br>92.58% | 2023-24 ADA Report<br><br>93% | | 95% | ADA +0.42 |
| 4.3 | CA Dashboard Chronic Absenteeism Percentage | 2023 CA Dashboard<br><br>District 36.7% | 2024 CA Dashboard | | District 18%<br>EL 20%<br>SED 19% | District +4.4%<br>EL +4.5%<br>SED +4.3% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL 41.5%<br>SED 38.2%<br>FY 47.6%<br>SWD 47.0%<br>Homeless 45.8%<br>Hispanic 36.7% | District 41.1%<br>EL 46%<br>SED 42.5%<br>FY 15.4%<br>SWD 48.8%<br>Homeless 53.8%<br>Hispanic 41.2%<br>LTEL 40.1% (-6.8%) New group | | FY 24%<br>SWD 24%<br>Homeless 23%<br>Hispanic 18% | FY -32.2%<br>SWD +1.8%<br>Homeless +8.0%<br>Hispanic +4.5%<br>LTEL -6.8% |
| 4.4 | CA Dashboard Suspension Percentage | 2023 CA Dashboard<br><br>District 5.3%<br>EL 6.1%<br>SED 5.6%<br>FY 17.6%<br>SWD 7.6%<br>Homeless 7.0%<br>Hispanic 5.3% | 2024 CA Dashboard<br><br>District 3.1%<br>EL 3.6%<br>SED 3.3%<br>FY 5.4%<br>SWD 5.2%<br>Homeless 5.7%<br>Hispanic 3.1%<br>LTEL 8.7% (-6.3%) new group | | District 3.9%<br>EL 4.2%<br>SED 4%<br>FY 8.8%<br>SWD 4.8%<br>Homeless 4.6%<br>Hispanic 3.9% | District -2.2%<br>EL -2.5%<br>SED -2.3%<br>FY -12.2%<br>SWD -2.4%<br>Homeless -1.3%<br>Hispanic -2.2%<br>LTEL -6.3% |
| 4.5 | Data Quest Expulsion Percentage | 2023 Data Quest<br><br>Expulsion rate is less than 1% (0.1%) | 2024 Data Quest<br><br>Expulsion rate is less than 1% (0.1%) | | Expulsion rate is less than 1% (0.1%) | rate 0% |
| 4.6 | CA Dashboard Graduation Percentage | 2023 CA Dashboard<br><br>District 81.2%<br>EL 75.1%<br>SED 79.9%<br>FY Less than 11 students<br>SWD 87.5% | 2024 CA Dashboard<br><br>District 93.5%<br>EL 90.8%<br>SED 93.8%<br>FY Less than 11 students | | District 90%<br>EL 87%<br>SED 89%<br>FY 89%<br>SWD 92%<br>Homeless 86%<br>Hispanic 89% | District +12.3%<br>EL +15.7%<br>SED +13.9%<br>FY Less than 11 students<br>SWD +3.7%<br>Homeless +12.4%<br>Hispanic +12.3% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Homeless 73.3%<br>Hispanic 81.1% | SWD 91.2%<br>Homeless 85.7%<br>Hispanic 93.4%<br>LTEL 91.6%<br>(+16.7%) New group | | | LTEL +<br>16.7% |
| 4.7 | Data Quest Dropout Percentage<br>(4-year cohort) | 2023 Data Quest<br><br>District 16.8%<br>EL 23.0%<br>SED 18.0%<br>FY Less than 10 students<br>SWD 4.6%<br>Homeless 24.5%<br>Hispanic 16.9% | 2024 Data Quest<br><br>District 5.6%<br>EL 7.9%<br>SED 5.3%<br>FY Less than 10 students<br>SWD 3.1%<br>Homeless 13.2%<br>Hispanic 5.7% | | District 8.4%<br>EL 11.5%<br>SED 9%<br>FY 9%<br>SWD 2.3%<br>Homeless 12.3%<br>Hispanic 8.5% | District -11.2%<br>EL -15.1%<br>SED -12.7%<br>FY Less than 10 students<br>SWD -1.5%<br>Homeless -11.3%<br>Hispanic -11.2% |
| 4.8 | Middle School Dropout Percentage - CALPADS | 2022-23 CALPADS Report<br><br>District: 0.34%<br><br>Enrique Camarena: 0.0%<br><br>William Moreno: 0.70%<br><br>Less than 1% | 2023-24 CALPADS Report<br><br>District: 0.61%<br><br>Enrique Camarena: 0.0%<br><br>William Moreno: 1.31% | | District: Less than 1%<br><br>Enrique Camarena: Less than 1%<br><br>William Moreno: Less than 1% | District: +0.27%<br><br>Enrique Camarena: 0%<br><br>William Moreno: +0.61% |
| 4.9 | CA Healthy Kids Survey Percentage- Priority 6 | 2024 CA Healthy Kids Survey<br><br>School Connectedness<br>5th 67%<br>7th 56%<br>9th 52% | 2025 CA Healthy Kids Survey<br><br>School Connectedness<br>5th 70%<br>7th 50% | | School Connectedness<br>5th 75%<br>7th 71%<br>9th 69%<br>11th 67%<br>NT 69 % | School Connectedness<br>5th +3%<br>7th -6%<br>9th -2%<br>11th +3%<br>NT +6% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 11th 48%<br>NT 51%<br><br>Caring Adult Relationships<br>5th 58%<br>7th 53%<br>9th 51%<br>11th 48%<br>NT 47%<br><br>Meaningful Participation<br>5th 39%<br>7th 28%<br>9th 22%<br>11th 22%<br>NT 16% | 9th 50%<br>11th 51%<br>NT 57%<br><br>Caring Adult Relationships<br>5th 61%<br>7th 54%<br>9th 51%<br>11th 49%<br>NT 55%<br><br>Meaningful Participation<br>5th 37%<br>7th 27%<br>9th 25%<br>11th 28%<br>NT 28% | | Caring Adult Relationships<br>5th 71%<br>7th 69%<br>9th 68%<br>11th 67%<br>NT 67%<br><br>Meaningful Participation<br>5th 64%<br>7th 59%<br>9th 57%<br>11th 57%<br>NT 55% | Caring Adult Relationships<br>5th +3%<br>7th +1%<br>9th 0%<br>11th +1%<br>NT +8%<br><br>Meaningful Participation<br>5th -2%<br>7th -1%<br>9th +3%<br>11th +6%<br>NT +12% |
| 4.10 | Panorama Survey Percentage | 2024 Panorama Spring Survey<br><br>Sense of Belonging<br>3rd-5th 61%<br>6th-12th 39%<br><br>Teacher-Student Relationship<br>3rd-5th 66%<br>6th-12th 45%<br><br>Engagement<br>3rd-5th 58%<br>6th-12th 33% | 2025 Panorama Fall Survey<br><br>Sense of Belonging<br>3rd-5th 61%<br>6th-12th 40%<br><br>Teacher-Student Relationship<br>3rd-5th 65%<br>6th-12th 48%<br><br>Engagement<br>3rd-5th 53%<br>6th-12th 33% | | Sense of Belonging<br>3rd-5th 73%<br>6th-12th 64%<br><br>Teacher-Student Relationship<br>3rd-5th 75%<br>6th-12th 66%<br><br>Engagement<br>3rd-5th 71%<br>6th-12th 61%<br><br>School Climate<br>3rd-5th 58% | Sense of Belonging<br>3rd-5th 0%<br>6th-12th +1%<br><br>Teacher-Student Relationship<br>3rd-5th -1%<br>6th-12th +3%<br><br>Engagement<br>3rd-5th -5%<br>6th-12th +0%<br><br>School Climate<br>3rd-5th 0% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | School Climate<br>3rd-5th 59%<br>6th-12th 41% | School Climate<br>3rd-5th 59%<br>6th-12th 43% | | 6th-12th 33% | 6th-12th +2% |
| 4.11 | Panorama Office Discipline Referrals (ODRs) | 2024 Panorama Report<br><br>Total ODR: 4,459 by 5-21-24<br><br>EL 61.7% (2,751/4,459)<br>FY 1.19% (53/4,459)<br>SED 92.3% (4,116/4,459)<br>SWD 25.25% (1,226/4,459)<br>Homeless 2.27% (101/4,459) | 2025 Panorama Report<br><br>Total ODR: 3,570 by 5-24-25<br><br>EL 61.8% (2,206/3570)<br>FY <1% (1/3,3570)<br>SED 93.9% (3,352/3,570)<br>SWD 29.4% (1,048/3,570)<br>HL 2.5% (91/3,570) | | EL 30%<br>FY 1%<br>SED 46%<br>SWD 13%<br>HL 1% | ODR -889<br><br>EL +0.1%<br>FY -0.19%<br>SED +1.6%<br>SWD +4.15%<br>HL +0.23% |

## Goal Analysis [2024-25]

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

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

There were no substantive differences in the planned actions and all actions and services were implemented. Under Action 4.1, all positions were funded, and services were provided, with the majority of the work led by our District MTSS Coordinator. Sites successfully formed Social Emotional Learning (SEL) teams and began integrating SEL into everyday practices (Action 4.1). Although we continued to serve our most at-promise students through our Community Day School under Action 4.9, our student enrollment was very low. An enrollment review for the 2024–25 school year has led to necessary adjustments. Due to continued low enrollment, CUSD will not open the community day school, Pinnacle Hall, beginning in the Fall of 2025. Through the implementation of various activities related to attendance, Action 4.2, we have successfully been able to increase our attendance rates from 90.9% to 91.5% however chronic absenteeism continues to be a challenge. We will continue to support families and promote the importance of school attendance (Actions 4.2). Another challenge continues to be the number of students struggling to pass their courses with a C or better. To address this concern, we have successfully increased our efforts to provide continuous learning opportunities for at-promise students by offering summer enrichment and recovery classes, prioritizing

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English learners, foster youth, homeless, socio-economically disadvantaged, special education, and migrant students (Action 4.7). Students also had access to expanded learning enrichment programs during the school year and summer school (Actions 4.3, 4.7), largely funded by additional grant funding.

A success has been the decrease in suspension rates and referrals. Under Action 4.1, schools continued to implement positive behavioral interventions and support with the assistance of our county office of education and MTSS Coordinator. Funds were allocated under Action 4.1, 4.2, 4.10, and 4.12. to incentivize student engagement and attendance. We have been providing various engaging activities for unduplicated pupils through our libraries, athletics program, and music program (Actions 4.4, 4.5, 4.6). Our family resource center and community school staff continue to support families, linking them to outside agencies and resources (Action 4.11). We continue to provide students with opportunities to attend student leadership workshops (Action 4.8) and set aside funds to encourage foster and homeless youth participation in student activities (Action 4.12). Additionally, our homeless and foster youth liaisons provide case management services to our foster and homeless youth. These efforts represent both the successes and challenges of our initiatives.

Increasing student engagement has been crucial in increasing graduation rates and decreasing dropout rates. Based on the 2024 California School Dashboard, all student groups experienced an increase in graduation rates. Dropout rates for all student groups decreased in 2024, according to DataQuest.

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

Under Action 4.1, funds for activities requiring substitute coverage were fully encumbered and exceeded the planned expenditure. Under Action 4.2, additional funds were needed for incentives, materials, and supplies related to the end-of-year Attendance Campaign. For Action 4.3, although funds were allocated for after-school enrichment activities, higher-than-anticipated interest led to the expansion of the Expanded Learning program, and not all funds were fully encumbered. Under Action 4.4, plans to modernize additional athletic facilities were delayed due to timeline challenges, resulting in unspent funds. Action 4.5 had unspent funds due to the inability to fill the band director vacancy early in the school year. As a result, planned music program activities did not occur, and a portion of the salary budget remained unencumbered. Under Action 4.6 we had unspent funds due to a library vacancy. While there is currently a balance under Action 4.7, these funds are scheduled to be encumbered over the summer and the estimated amount is over the planned budgeted amount. Under Action 4.9, we had leftover funds due to a position no longer funded under this action. Under Action 4.11, additional funds were allocated for professional development, resulting in an increased expenditure. Under Action 4.12, additional hours were needed for case management, resulting in higher encumbered costs. All remaining funds under this goal were reallocated to other actions or goals as needed.

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

All actions and services were implemented with fidelity and found to be effective. In our commitment to continuous learning opportunities, we offered summer school enrichment and credit recovery in 2024 for all students, prioritizing English learners, foster youth, homeless, socio-economically disadvantaged, special education, and migrant students in coordination with expanded learning and co-funded with LREBG funds (Actions 4.7). Students also had access to expanded learning enrichment programs during the school year through site or expanded learning programs (Action 4.3). In 2025, we will expand by offering a full day of summer school for all unduplicated students through our expanded learning program.

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Based on the 2024 California School Dashboard, all student groups experienced an increase in graduation rates. The ALL-student group had a 12.3 percentage point increase, rising from 81.2% to 93.5%. The graduation rate for socioeconomically disadvantaged students increased from 79.9% to 93.8% (+13.9%), students with disabilities increased from 87.5% to 91.2% (+3.7%), homeless students increased from 73.3% to 85.7% (+12.4%), and Hispanic students increased from 81.1% to 93.4% (+12.3%). English learners saw the greatest improvement, with an increase from 75.1% to 90.8% (+15.7%). Neither Calexico High School nor Aurora High School had any student groups in the “red” performance level for graduation. As a result of rising graduation rates, dropout rates for all student groups decreased in 2024, according to DataQuest. The ALL-student group’s dropout rate decreased from 16.8% to 5.6%, English learners dropped from 23% to 7.9%, socioeconomically disadvantaged students from 18% to 5.3%, students with disabilities from 4.6% to 3.1%, homeless students from 24.5% to 13.2%, and Hispanic students from 16.9% to 5.7%.

Funds provided under Action 4.1 allowed for professional development opportunities and resources to address students' social-emotional needs. Led by our District MTSS Coordinator, Social Emotional Learning (SEL) teams initiated the integration of SEL into our everyday practices. Sites purchased materials such as sensory toys and set up calm corners in elementary classrooms. Staff also attended the MTSS Conference and CASCWA, among other SEL training. Our MTSS Coordinator continues to lead the District Attendance Campaign to reduce chronic absenteeism. According to our Synergy attendance P2 report, our average daily attendance (ADA) increased from 92.58% to 93% during the 2023–24 school year. Similarly, our local A2A report indicated an increase in overall attendance from 90.9% to 91.5% in 2024. We continue to monitor student attendance through our A2A program, which involves generating parent notification letters and conducting parent conferences. Based on the 2023-24 A2A report, on average, we sent out 655 parent communications per week. By June 12, 2024 we sent out 17,689 parent communication pieces; we sent 5,495 First Truancy Notification Letters, 4,083 Excused Absence 1 Letters, 3,677 Second Truancy Notification Letters, 1,809 Excessive Excused Absence II Letters, 1,150 Third Truancy Notification Letter and 1,475 Conference Notifications.

By February 5, 2025, we sent our 10,256 parents communication pieces which included 3,962 First Truancy Notification Letters. The number of notification letters dropped to 2,096 (-47.1%) by the Second Truancy Notification Letter. By the Third Truancy Letter issuance, only 192 letters were delivered. (Action 4.2). In addition, every month site and district administrators receive monthly communique via email displaying the percentage of conferences that have been addressed, conferences pending to be scheduled, in progress and closed by the school site. As part of our Guidance Alignment efforts at the secondary level, school counselors actively collect and monitor attendance data, and our student group specialists consistently emphasize the importance of attendance during case management sessions Compared to the 2023 California Dashboard, our suspension rates in 2024 decreased across all student groups. The "ALL" student group saw a decrease of 2.2 percentage points (from 5.3% to 3.1%). The English learner group decreased by 2.5 points (from 6.1% to 3.6%), and the long-term English learner group had a significant decrease of 6.3 points (from 15% to 8.7%). The socioeconomically disadvantaged group decreased by 2.3 points (from 5.6% to 3.3%), and students with disabilities decreased by 2.4 points (from 7.6% to 5.2%). The foster youth group experienced the largest decrease, dropping 12.2 points (from 17.6% to 5.4%). The homeless student group decreased by 1.3 points (from 7% to 5.7%), and the Hispanic student group decreased by 2.2 points (from 5.3% to 3.1%). Notably, no student group was identified at the “red” level in any of our schools.

Our expulsion rate continues to remain below 1%, currently at 0.1%. Our MTSS Coordinator continues to streamline the discipline referral system, develop a behavior flowchart, structure student intervention and support classes, and align outcomes with our PBIS work led by the County Office of Education (Action 4.1). Jefferson Elementary School received California PBIS’s Silver Implementation Award for the 2023–

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2024 school year. This award is granted to schools that have fully implemented the core elements of PBIS at Tier 1 and have also demonstrated success in establishing Tier 2 support for students requiring additional interventions. To earn this recognition, Jefferson Elementary demonstrated consistent, data-based decision-making, sustained fidelity to PBIS principles, and positive student outcomes—including improvements in school climate and reductions in behavioral incidents.

Our MTSS Coordinator is collaborating with all school sites and encouraging them to apply for PBIS recognition. We continue to serve our at-promise students at our community day school, funded through Action 4.9. This year, we discontinued our independent study program due to low student enrollment. An enrollment review for the 2024–25 school year has led to necessary adjustments. Due to continued low enrollment, CUSD will not open the community day school, Pinnacle Hall, beginning beginning in the Fall of 2025. We provided students with opportunities to attend leadership workshops (Action 4.8), and funds were set aside to support foster, homeless youth and migrant participation in student activities (Actions 4.10, 4.12). Case management services for foster and homeless youth continue to be provided by our Foster Youth and Homeless Liaisons, Migrant Specialists, EL Specialists, and Licensed Clinical Social Workers (Action 4.11). These collective efforts have contributed to progress in increasing pupil engagement and improving school climate.

We have been providing various engaging activities for unduplicated pupils through our libraries, athletics program, and music program (Actions 4.4, 4.5, 4.6). Our District Librarian leads a variety of literacy activities, including read-aloud sessions, library presentations on science topics, author Zoom sessions, in-person author presentations, and leading the Academic Reading Letter at the high school level (Action 4.6). In athletics, we expanded our programs at the secondary level to include volleyball, flag football, and freshmen football. At our continuation high school, we began intramural sports. (Action 4.4) Similarly, in music, we continue to offer concert band, marching band, drumline, jazz band, mariachi, estudiantina, and choir (Action 4.5). Our family resource center staff continues to support families, linking them to outside agencies and resources (Action 4.11).

These comprehensive actions contribute to promoting a positive school climate that increases student achievement, engagement, and positive behaviors with special attention to all students, to include: foster youth, English Learners, students with disabilities, homeless youth, socioeconomically disadvantaged, and Hispanic students.

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

The goal and all planned metrics, target outcomes, and actions will remain unchanged with the exception of Action 4.9 District community day school and independent study. After a review of our 2024-25 enrollment, due to continued low enrollment, CUSD will not open the community day school, Pinnacle Hall, and independent study program beginning in the Fall of 2025. Students going through expulsion will be enrolled at the Calexico Academy, the County program located in Calexico. Additionally, On Actions 4.3, 4.4, and 4.6, LTEL group was added as a new group in the Year 1 Outcome.

**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.**

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# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions | Under the framework of the Multi-Tiered System of Supports (MTSS), we aim to seamlessly integrate Social and Emotional Learning (SEL) and Positive Behavior Supports & Interventions (PBIS) to enhance pupil engagement and foster a positive school climate. Strategies include providing students, parents, and staff with comprehensive professional development and resources, supporting the creation of a safe environment, empowering site and district SEL Teams, Behavior Committees and Task Forces to analyze data for tailored interventions, purchasing and utilizing data collection programs and software for a holistic view of the whole child, and offering Tier 1, 2, and 3 supports and interventions. The desired outcome is to enhance student engagement, well-being, and overall school climate, creating a conducive environment for academic, behavioral, and social-emotional growth. | $5,319,615.00 | Yes |
| **4.2** | Attendance and Engagement | Improve school climate and attendance for unduplicated pupils by promoting a districwide attendance campaign and school-wide engaging activities such as weekly theme days, talent shows, and spelling bees, and by providing attendance and engagement incentives at all schools. Additionally, enhance attendance reporting, monitoring, and parent communication to decrease absenteeism among unduplicated pupils and create optimal learning conditions for their engagement. | $2,069,288.00 | Yes |
| **4.3** | Extended Day Enrichment Opportunities | Provide extended day enrichment opportunities for all unduplicated pupils in coordination with Expanded Learning to strengthen school connectedness. | $44,274.00 | Yes |
| **4.4** | Athletic Opportunities to Strengthen School Connectedness | Enhance facilities and provide diverse athletic opportunities for secondary students to boost school connectedness. Strategies include upgrading facilities for safety and inclusivity, offering a variety of sports options, establishing intramural leagues for all skill levels, and supporting competitive interscholastic teams to foster school spirit and belonging. | $1,195,265.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.5** | Enhancing Student Engagement Through Music Program | To enhance and diversify the academic experience, we will provide students with a districtwide music education program.<br><br>a. fund a music program for elementary and secondary schools.<br>b. purchase uniforms and equipment for CUSD music programs (including but not limited to Mariachi, Folkloric dance, choir, etc.)<br>c. expand our high schools' music program. | $687,363.00 | Yes |
| **4.6** | Mobile Library/Media Services to Promote Student Engagement | Provide a variety of engaging activities for our unduplicated pupils through our libraries. (Ex. presentations, maker spaces, projects, etc.) | $833,035.00 | Yes |
| **4.7** | Summer School | Provide supplemental learning opportunities in the summer to unduplicated pupils to support mastery of core content areas, provide enrichment opportunities, and have access to credit recovery. | $30,000.00 | Yes |
| **4.8** | Student Leadership | Provide leadership workshops and expand opportunities for unduplicated pupils to explore and refine their leadership skills. | $14,000.00 | Yes |
| **4.9** | District Community Day School and Independent Study | Provide alternative educational options for at-risk students including but not limited to community day school, independent study, etc. and provide an integrated focus on academics, health and social services, youth and community development, and community engagement offering the flexibility to meet individual student needs, interests, and styles of learning in a smaller class size ratio. (funding includes teachers, office staff, proctor, psychologist, curriculum, materials, furniture, computers, supplies, etc.)<br><br>An enrollment review for the 2024–25 school year has led to necessary adjustments. Due to continued low enrollment, CUSD will no longer open Community Day School and Independent Study beginning in the Fall of 2025. | $0.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.10** | Migrant Activities and Incentives | Provide activities and incentives to motivate and improve program participation and academic outcomes in the Migrant extended day services, speech and debate team practices, and the credit recovery learning hub to unduplicated pupils (70% EL) in the Migrant Education program. | $1,650.00 | Yes |
| **4.11** | Family Resource Center Services, Activities and Case Management | Expand our Family Resource Center services to offer a variety of programs for our socioeconomically disadvantaged, foster, and homeless students' needs. Services include academic and enrichment activities, parenting classes, behavioral health services, teen pregnancy, nutrition classes, social services, family therapy, and referrals to outside agencies. We will offer case management services to at-risk students including but not limited to migrant, foster youth, homeless youth, new immigrants, and long-term English learners. These services may take place before and/or after school hours. | $1,422,611.00 | Yes |
| **4.12** | Foster/Homeless Youth Services | The Foster/Homeless Facilitators and the Director of the Community Schools will supervise foster and homeless students' attendance and behavior, develop individual academic support plans with each student to establish SMART goals, and monitor their progress. | $41,000.00 | Yes |

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | (Parent Involvement) We will increase parent engagement and build parent leadership capacity to directly support student learning. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parent involvement has grown slowly but continues to be a challenge. LCAP parent engagement was higher than in previous years, but some schools were underrepresented. CUSD strives to increase parent/family engagement and build parent leadership capacity to directly support student learning and success. Overall data shows a need to increase parent engagement and build parent leadership capacity to directly support student learning. There is a need to work with parents and Parent Advisory Committees from each school site to increase parent involvement in LCAP forums, School Site Council, and English Learner Advisory Committees in order to seek parent input on decisions supporting student academic success.

During our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, the team expressed the need to continue to engage our parents. Parents and administrators requested offering training such as CABE and elementary school parent institutes to engage and empower parents, providing knowledge and skills to partner with schools and communities, as well as other ways of recruiting parents and guardians for training, such as content area family nights. Our teachers expressed the need to inform all staff about events to encourage them to share information with parents and ensure teachers know they can use LCAP funds to schedule meetings with parents and other community events (e.g., parent events, parades, parent summits, festivals, etc.). Other staff shared the need to establish a structured schedule of engagement activities such as monthly training, meetings, conferences, and picnics, ensuring consistency across schools to foster community involvement and support. Students and parents shared the need to facilitate better communication between parents and teachers through emails, apps, or regular updates and offer support and resources to parents so they can assist students with homework and assignments. To coordinate efforts in areas expressed by parents, the district feels that providing parents a parent center, parent leadership institutes, and a variety of training is vital. The actions and metrics grouped together will help the district achieve this goal.

* In 2025 we had 1,111 parents take the California Parent survey.
* In the 2025 California Parent Survey 17% (5% increase from 2024) of parents responded ‘yes” to serving on a school committee.
* In our 2025 California Parent Survey 56% of parents had an average reporting of “Yes” for parent involvement in school, 54% strongly agreed & 42% agreed the school encouraged them to be active partners with the school in educating their children, and 48% strongly agreed & 43% agreed the school actively sought the input of parents before making important decisions.
* In the 2025 California Parent Survey 63% of parents reported “strongly agree” or “very well” to topics related to communication with parents about school. There is a need to improve School-to-home communication using various modalities.

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* In our 2024-25 local Panorama Survey only 62% of parents responded they were confident in their ability to connect with other parents. There is a need to continue providing training and parent networking to increase parent involvement and help support student learning in the areas of literacy development, mathematics, parenting, technology, behavior management and social emotional learning.
* In our 2025 Self-Reflection Tool for Parent Engagement we received a score of 3 – Initial Implementation in the following areas: Description and Score
* Rate the LEA's progress in creating welcoming environments for all families in the community. 3
* Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 3

Parents shared a need to enhance engagement and support within our educational community, leading to the implementation of several strategic initiatives. Parents appreciate the availability of multiple communication tools and the respectful treatment they receive; however, they expressed a desire for more open and responsive communication with school principals, similar to the positive interactions they experience with district-level administrators. Additionally, they would like increased opportunities to engage with teachers about their child's progress, especially at the secondary level. Some also suggested improving or rethinking the format of Open House to make it a more meaningful and productive experience. To further support family engagement, parents recommended implementing a coordinated calendar of parent activities to prevent scheduling conflicts and increase overall participation. Lastly, they advocated for reinstating parent institutes led by counselors, focusing on skill-building across different sites with varied topics, to help equip parents with essential tools to aid their children's academic and personal growth. These initiatives, collectively, will foster a more collaborative, informed, and engaged school community.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | CA Parent Survey (CPS) Response Number | 2024 CA Parent Survey<br><br>1,000 parents took the CPS | 2025 CA Parent Survey<br><br>1,111 parents took the CPS. | | 1,500 parents will take the CPS | Survey +111 |
| 5.2 | CA Parent Survey(CPS) Percentage | 2024 CA Parent Survey<br><br>Parental Involvement "Strongly Agree and Agree" Response<br><br>School Encourages to Be Active Partner 92% | 2025 CA Parent Survey<br><br>Parental Involvement "Strongly Agree and Agree" Response | | Parental Involvement "Strongly Agree and Agree" Response<br><br>School Encourages to | Active Partner +4%<br><br>Parent Input +1%<br><br>Participate at School +2% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | School Actively Seeks Parent Input 90%<br><br>Feel Welcome to Participate at School 93%<br><br>Teachers communicate with parents about what students are expected to learn in class. 90%<br><br>Parental Involvement "Yes" Response Served on a School Committee 12%<br><br>Attended a School or Class Event 75%<br><br>Attend General Parent Meetings 83%<br><br>Attend Parent-Teacher Conference 82% | School Encourages to Be Active Partner 96%<br><br>School Actively Seeks Parent Input 91%<br><br>Feel Welcome to Participate at School 95%<br><br>Teachers communicate with parents about what students are expected to learn in class. 94%<br><br>Parental Involvement "Yes" Response Served on a School Committee 17%<br><br>Attended a School or Class Event 73%<br><br>Attend General Parent Meetings 84% | | Be Active Partner 95%<br><br>School Actively Seeks Parent Input 95%<br><br>Feel Welcome to Participate at School 95%<br><br>Teachers communicate with parents about what students are expected to learn in class. 90%<br><br>Parental Involvement "Yes" Response Served on a School Committee 15%<br><br>Attended a School or Class Event 84%<br><br>Attend General Parent Meetings 87%<br><br>Attend Parent-Teacher Conference 87% | Teachers communicate +4%<br><br>Served on a School Committee +5%<br><br>Attended a School or Class Event -2%<br><br>Attend General Parent Meetings +1%<br><br>Attend Parent-Teacher Conference -1% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Attend Parent-Teacher Conference 81% | | | |
| 5.3 | Implementation of Self-Reflection Tool for Parent Engagement - Priority 3 Scores | 2024 Parent Engagement Reflection Tool<br><br>Progress in providing families with information and resources to support student learning and development in the home = 3<br><br>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. = 3<br><br>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>Score = 3 | 2025 Parent Engagement Reflection Tool<br><br>Progress in providing families with information and resources to support student learning and development in the home = 5<br><br>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. = 5<br><br>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input | | Progress in providing families with information and resources to support student learning and development in the home = 4<br><br>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. = 4<br><br>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | Information and resources +2<br><br>Advisory groups +2<br><br>Input on policies and programs, and implementing strategies +1 |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | from any underrepresented groups in the school community. Score = 5 | | Score = 4 | |
| 5.4 | Number of CUSD Parent Trainings | 2022-23 Trainings<br><br>33 parents completed the CABE workshops<br>45 parents completed the Sure Helpline workshops<br>25 parents completed the CAP Council workshops<br>Over 200 parents attended additional elementary parent workshops | 2023-24 Trainings<br><br>16 parents completed the CABE workshops<br>16 parents completed the Sure Helpline workshops<br>20 parents completed the CAP Council workshops<br>Over 1500 parents attended additional elementary parent workshops | | On average 300 parents will complete a Training/Institute/ Workshop/Conference on a yearly basis. | CABE -17<br>Sure Helpline -29<br>CAP Council -5<br>Elementary Workshops +1300 |

## Goal Analysis [2024-25]

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

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

All planned actions were implemented without substantive differences. Among our successes were the increased parent meetings and parent participation (Actions 5.1, 5.3, 5.4). Our parent center remains a hub for all parent training sessions (Action 5.3). Parents feel welcomed and find this space to be inclusive. We have improved training coordination through our Parent Google Calendar, ensuring that site and district office programs schedule meetings without competing for parent attendance. District training covers academic, social-emotional, safety, and home relationship topics.

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Although our parent participation has increased, our challenge continues to be engaging our most needy families. To increase these efforts, we provide more one-to-one contact. Our family resource staff maintains communication with parents and students, offering support, case management, training, and resources, particularly for foster students, homeless, migrants, and English learners (Action 5.5). Licensed Clinical Social Workers (LCSW) actively follow up on Family Resource Referrals, collaborate with Imperial County Behavioral Health Services (ICBHS), and provide therapy sessions to students via various methods, including telephone and internet video conferencing.

Foster and Homeless Liaisons remain in contact with families, assessing their needs and connecting them with external agencies and resources. Partnerships with outside agencies such as CAP Council, CABE, and Sure Helpline continue to facilitate parenting sessions. Incentives are provided to parents for their participation in school activities (Action 5.3). These efforts reflect both the successes and challenges of our initiatives.

Among our greatest successes was securing the Community Schools Implementation Grant for four schools in 2023–24. We were recently awarded the same grant for the remaining seven schools, officially making us a Community Schools District. We strongly advocate for the importance of parental involvement in supporting student success and look forward to the opportunities this grant will provide to strengthen family-school partnerships (Action 5.4).

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.

The material differences in this goal were minimal. Under Action 5.3, expenditures were lower than planned due to the use of other funds to support parent training. Under Action 5.4, funds were allocated to support the Community Schools initiative; however, less funding was needed, as the schools received separate Community Schools funding. Under Action 5.5, additional marquee repairs were required, resulting in increased expenditures. Any remaining funds under this goal were reallocated to other actions and goals as needed.

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

All actions and services were implemented with fidelity and found to be effective. All involvement in areas directly supporting student achievement. Schools continued to create opportunities for parent involvement in decision- making processes through School Site Councils, English Learner Advisory Committees, and School Safety Plan Committees (Action 5.1). LCAP Community Forums remained a significant strategy for parent involvement, with CUSD hosting three forums where parents and community members engaged in LCAP planning, data review, needs assessment, and program input. Each forum attracted an average of 100 parents/community members, demonstrating consistent parent engagement throughout the community, as evidenced by sign-in sheets and attendance rosters.

While re-engaging parents posed challenges, parent participation in various trainings persisted (Actions 5.3, 5.4). According to our 2023-24 CA parent survey, 92% of parents "strongly agree" or "agree" that the school encourages them to be active partners (+2% compared to 2022-23), and 93% "strongly agree" or "agree" they feel welcome to participate (+3% compared to 2022-23). Moreover, parental attendance at school or class events rose by 2%, with 75% attending in 2023-24 compared to 73% in 2022-23. Similarly, attendance at general parent meetings increased to 83% in 2023-24 from 78% in 2022-23, and parent-teacher conference attendance rose to 82% in 2023-24 from 81% in 2022-23.

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Especially effective has been the capacity-building of parents throughout the LCAP forums. Many parents have become more involved and are now part of various committees such as the School Site Council, Migrant PAC, DELAC, and Parent Advisory Committee. We continue to provide ample opportunities for parent engagement. During the 2023-24 school year, 20 parents participated in the 8-week Cap Council Parent training, 16 parents joined the 12-week Sure Help training, and 16 parents completed the 12-week CABE training. Additionally, over 1,500 parents attended elementary parent workshops and over 700 parents participated in district sponsored workshops. Family Resource Center offered additional training on topics such as community schools, fentanyl awareness, social-emotional learning at home, mental health awareness, and school safety briefing.

Our College and Career Readiness offered workshops on FAFSA, A-G, college applications, and scholarships. Our EL Department provided training for parents of Level 3 English learners to raise awareness about the ELPAC test and testing window, the ELPAC practice website, ELD and ELIT support classes, EL Specialist services, reclassification criteria, LIC, and A–G requirements. The training also included an overview of district goals such as reading by third grade, reclassification, and Tier I instruction. Parents received information about ELD programs and resources—including Lexia ELD—and were provided tools to support early literacy and language development at home. Our Curriculum Department offered TK/Kindergarten orientation sessions at each elementary school to support families of incoming students. These sessions informed parents about registration procedures, attendance laws, school expectations, and other essential information to ensure a smooth transition into school. Our State and Federal Projects Department hosted district-level “Cafecitos” to engage families on key topics. These included an introduction to the purpose of Cafecito, introductions to Educational Services personnel, two sessions focused on school safety in response to parent requests, and a session on student nutrition. This school year we hosted our Second Annual Parent Summit, which included six structured workshops (SEL, Safety, CTE/CCI, ELD/Tech, Nutrition and SPED Services). We had over 100 participants.

Qualitative data from the parent community forums hosted by CUSD throughout the year consistently emphasizes the need for Home-to-School Communication to support student behavioral and academic outcomes (Action 5.5). Our three LCAP Parent and Community Forums averaged about 100 participants each. To further increase parent participation in these trainings, we plan to provide various incentives (Action 5.2) and establish a fully functional parent center run by parents, partnering with them to become parent trainers (Action 5.3).

We strongly advocate for parental involvement in supporting student success and look forward to the opportunities this grant will provide to foster stronger family-school connections. Schools continue to promote parent participation in decision-making through School Site Councils, English Learner Advisory Committees, and School Safety Plan Committees (Action 5.1). Our Parent Center continues to host all parent trainings (Action 5.3), and we maintain an updated Parent Google Calendar to help school sites and district office programs coordinate meetings and prevent scheduling conflicts. Additionally, we offer a variety of district-led trainings that address academics, social-emotional learning, and strategies for strengthening home-school relationships (Action 5.3).

Toward the end of the 2023–24 academic year, the district secured the Community Schools Implementation Grant for four schools: William Moreno Jr. High, Mains Elementary, Rockwood Elementary, and Dool Elementary. This year, our Director of Community Schools, in collaboration with the schools’ steering committees, applied for the remaining school sites to bring similar support to all school communities (Actions 4.11, 5.4). On May 7, 2025, all seven remaining schools were awarded the Community Schools Implementation Grant, officially designating Calexico Unified School District as a Community Schools District.

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All these actions have propelled us toward increased parent engagement and the development of parent leadership capacity, directly contributing to student learning.

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

The planned goal, metrics, target outcomes, and actions will remain unchanged.

**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** | Parent Advisory Committees | Work with parents through parent advisory and community school committees to increase parent involvement in district level committees and LCAP forums to support student learning and to seek parent input on making decisions for the district or individual school that directly impacts our unduplicated students and students with exceptional needs. | $4,749.00 | Yes |
| **5.2** | Parent Incentives | Implement incentives to increase parent participation and ensure all families feel welcomed and included, as well as engage in activities and/or training (e.g. lanyards, pens, food). | $46,455.00 | Yes |
| **5.3** | Parent Trainings/Workshop and Institutes | Provide parent trainings/workshops and leadership institutes that are researched based and proven to be effective in order to train our parents on taking an active role in encouraging and supporting their children to improve academic performance, prepare for post-secondary education and develop healthy and constructive relationships with their parents, teachers, counselors, and peers. To increase parent participation and ensure families feel welcome, we will fund a Parent Center at the Family Resource Center. | $59,000.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **5.4** | Community Schools | Support community schools within a school system through strategies aimed at providing wraparound services, strengthening partnerships with the local community, addressing students' diverse needs, and enhancing educational outcomes. | $30,000.00 | Yes |
| **5.5** | Communication | Increase parent school-to-home communication through multiple forms of contact to ensure parents are informed and engage with school activities. (e.g. Remind, social media, flyers, etc.) | $69,000.00 | Yes |

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | (Safety) We will improve student and staff health and physical safety to support an optimal teaching and learning environment. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The city of Calexico faces several safety concerns, being one of the most economically disadvantaged regions in California. In addition to high unemployment, poverty, food insecurity, and housing insecurity, our families endure staggering health challenges, including high rates of asthma, diabetes, obesity, and hypertension, among others. Calexico is also a rural, desert city in southern California, bordering the United States/Mexico border, with Calexico Unified School District's schools located in close proximity to the international border. It ranks among the top three drug trafficking corridors in the US, with unsafe incidents such as Border Patrol chases occurring near, and occasionally on, school campuses. Additionally, there are limited parks in the city, with more homeless people congregating and living in these parks over the years. Based on data gathered through surveys and educational partner feedback, there is a need to continue increasing student safety to support an optimal teaching and learning environment.

Our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, have advocated for improving school safety, communication, and infrastructure. Parents emphasized emergency preparedness, better security equipment, and increased awareness campaigns around abuse prevention. Teachers highlighted the need for more consistent emergency protocols, staff training, and transparent communication. Classified staff recommended increasing trained campus security, updating visitor management systems, and establishing student safety patrols. Administrators echoed these needs and added proposals such as expanded mental health support, more supervision through additional staff, and upgraded safety technology like vape sensors and buzz-in systems. Students voiced concerns about the behavior of security personnel, cleanliness and supervision in CTE classrooms, and the need for bullying to be addressed more seriously, especially in elementary school. Together, these recommendations underscore the urgency of creating a safer, more supportive, and well-communicated school environment.

* Data is based on the 2024-25 District Facilities Inspection Tool (FIT).
* In our 2025 California Parent Survey 56% of parents strongly agreed that schools have clean and well-maintained facilities and properties and 55% strongly agreed that school is a safe place for their child.
* Parents participating in educational partners' meetings cited the need for improved facilities, especially sidewalks, athletic areas, restrooms, alarms and additional cameras.
* Based on the 2025 California Parent Survey 55% of parents strongly agreed school is a safe place for their child. The percentages decreased from elementary to high school; elementary schools had 58%, jr. high schools had 42%, and high school had 30%.

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* Based on the 2025 California Parent Survey12% of parents responded there is a big problem with tobacco use, 14% responded there is a big problem with student vaping and e-cigarette use, 12% indicated there is a big problem with student alcohol and drug use.
* Based on the 2025 California Healthy Kids Survey, 72% of 5th graders 56% of 7th graders, 49% of 9th graders 56% of 11th graders and 69% of non-traditional schools perceived school as safe.
* Based on the 2025 California Healthy Kids Survey, 81% of 5th graders perceived feeling safe on their way to and from school.
* Based on the 2025 California Healthy Kids Survey,41% of 7th graders, 47% of 9th graders, 53% of 11th graders, and 64% of non-traditional schools indicated the reason for absence was due to illness (feeling physically sick), including problems with breathing or their teeth.
* According to the 2024 Panorama Survey, 52% of parents often worry about violence at their child's school.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 6.1 | FIT Tool Percentage | 2023-24 Report<br><br>96.56% of Schools Ranked Good or Exemplary | 2024-25 Report<br><br>98.03% of Schools Ranked Good or Exemplary | | 97% of Schools Ranked Good or Exemplary | Ranking +1.47% |
| 6.2 | CA Parent Survey: Facilities Percentage | 2024 CA Parent Survey<br><br>"Strongly Agree and Agree" Response<br><br>Facilities-Clean and Well-maintained<br>District 95%<br>Elementary 96%<br>Jr. High 89%<br>High School 85% | 2025 CA Parent Survey<br>"Strongly Agree and Agree" Response<br><br>Facilities-Clean and Well-maintained<br>District 95%<br>Elementary 96%<br>Jr. High 93%<br>High School 82% | | "Strongly Agree and Agree" Response<br><br>Facilities-Clean and Well-maintained<br>District 98%<br>Elementary 99%<br>Jr. High 92%<br>High School 88% | District +3%<br>Elementary +3%<br>Jr. High +3%<br>High School +3% |
| 6.3 | CA Parent Survey: Safety Percentage | 2024 CA Parent Survey | 2025 CA Parent Survey | | "Strongly Agree and Agree" Response | School Perceived as Safe<br>District +2% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | "Strongly Agree and Agree" Response<br><br>School Perceived as Safe<br>District 93%<br>Elementary 96%<br>Jr. High 84%<br>High School 85%<br><br>School is Supportive and Inviting Place for Students to Learn<br>District 95%<br>Elementary 96%<br>Jr. High 84%<br>High School 93%<br><br>Risk Behavior "Large Problem" Response<br><br>Weapons Possession<br>District 12%<br>Elementary 12%<br>Jr. High 14%<br>High School 14% | "Strongly Agree and Agree" Response<br><br>School Perceived as Safe<br>District 95%<br>Elementary 95%<br>Jr. High 90%<br>High School 92%<br><br>School is Supportive and Inviting Place for Students to Learn<br>District 97%<br>Elementary 97%<br>Jr. High 97%<br>High School 90%<br><br>Risk Behavior "Large Problem" Response<br><br>Weapons Possession<br>District 12%<br>Elementary 12%<br>Jr. High 8%<br>High School 19% | | School Perceived as Safe<br>District 96%<br>Elementary 98%<br>Jr. High 87%<br>High School 88%<br><br>School is Supportive and Inviting Place for Students to Learn<br>District 98%<br>Elementary 99%<br>Jr. High 87%<br>High School 96%<br><br>Risk Behavior "Large Problem" Response<br><br>Weapons Possession<br>District 6%<br>Elementary 6%<br>Jr. High 7%<br>High School 7% | Elementary -1%<br>Jr. High +6%<br>High School +7%<br><br>School is Supportive and Inviting Place for Students to Learn<br>District +2%<br>Elementary +1%<br>Jr. High +13%<br>High School -3%<br><br>Risk Behavior "Large Problem" Response<br><br>Weapons Possession<br>District 0%<br>Elementary 0%<br>Jr. High -6%<br>High School +5% |
| 6.4 | CA Parent Survey: Health Percentage | 2024 CA Parent Survey<br><br>Risk Behavior "Large Problem" Response | 2025 CA Parent Survey | | Risk Behavior "Large Problem" Response | Student Tobacco use<br>District -2%<br>Elementary 0%<br>Jr. High -12% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Student Tobacco use<br>District 14%<br>Elementary 11%<br>Jr. High 23%<br>High School 30%<br><br>Student Vaping or E-Cigarette Use<br>District 14%<br>Elementary 11%<br>Jr. High 23%<br>High School 30%<br><br>Student Alcohol and Drug Use<br>District 13%<br>Elementary 11%<br>Jr. High 19%<br>High School 24% | Risk Behavior "Large Problem" Response<br><br>Student Tobacco use<br>District 12%<br>Elementary 11%<br>Jr. High 11%<br>High School 38%<br><br>Student Vaping or E-Cigarette Use<br>District 14%<br>Elementary 12%<br>Jr. High 13%<br>High School 46%<br><br>Student Alcohol and Drug Use<br>District 12%<br>Elementary 12%<br>Jr. High 7%<br>High School 38% | | Student Tobacco use<br>District 7%<br>Elementary 6%<br>Jr. High 11%<br>High School 15%<br><br>Student Vaping or E-Cigarette Use<br>District 7%<br>Elementary 5%<br>Jr. High 11%<br>High School 15%<br><br>Student Alcohol and Drug Use<br>District 6%<br>Elementary 5%<br>Jr. High 9%<br>High School 12% | High School +8%<br><br>Student Vaping or E-Cigarette Use<br>District 0%<br>Elementary +1%<br>Jr. High -10%<br>High School +16%<br><br>Student Alcohol and Drug Use<br>District +1%<br>Elementary +1%<br>Jr. High -12%<br>High School +14% |
| 6.5 | CA Healthy Kids Survey: Safety Percentage | 2024 CA Healthy Kids Survey<br><br>School Perceived as Safe<br>5th 71%<br>7th 57%<br>9th 48%<br>11th 56%<br>NT 53% | 2025 CA Healthy Kids Survey<br><br>School Perceived as Safe<br>5th 72%<br>7th 56%<br>9th 49%<br>11th 56%<br>NT 69% | | School Perceived as Safe<br>5th 77%<br>7th 71%<br>9th 67%<br>11th 71%<br>NT 69%<br><br>Perceived feeling safe on their way to and from school<br>5th 90% | School Perceived as Safe<br>5th +1%<br>7th -1%<br>9th +1%<br>11th 0%<br>NT +16%<br><br>Perceived feeling safe on their way to and from school<br>5th +6% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Perceived feeling safe on their way to and from school<br>5th 75%<br><br>Harassment/Bullying (5th grade target of mean jokes)<br>5th 54%<br>7th 27%<br>9th 24%<br>11th 19%<br>NT 17%<br><br>Cyberbullying<br>5th 33%<br>7th 33%<br>9th 30%<br>11th 25%<br>NT 25%<br><br>Grade Saw a Weapon at<br>5th 28%<br>7th 9%<br>9th 14%<br>11th 9%<br>NT 33% | Perceived feeling safe on their way to and from school<br>5th 81%<br><br>Harassment/Bullying (5th grade target of mean jokes)<br>5th 44%<br>7th 27%<br>9th 19%<br>11th 14%<br>NT 7%<br><br>Cyberbullying<br>5th 31%<br>7th 26%<br>9th 22%<br>11th 22%<br>NT 11%<br><br>Grade Saw a Weapon at<br>5th 21%<br>7th 8%<br>9th 9%<br>11th 8%<br>NT 4% | | Harassment/Bullying (5th grade target of mean jokes)<br>5th 27%<br>7th 13%<br>*9th 212%<br>11th 9%<br>NT 8%<br><br>*Actual 9th 12%<br><br>Cyberbullying<br>5th 16%<br>7th 16%<br>9th 15%<br>11th 12%<br>NT 12%<br><br>Grade Saw a Weapon at<br>5th 14%<br>7th 4%<br>9th 7%<br>11th 4%<br>NT 16% | Harassment/Bullying (5th grade target of mean jokes)<br>5th -10%<br>7th 0%<br>9th -5%<br>11th -5%<br>NT -10%<br><br>Cyberbullying<br>5th -2%<br>7th -7%<br>9th -8%<br>11th -3%<br>NT -14%<br><br>Grade Saw a Weapon at<br>5th -7%<br>7th -1%<br>9th -5%<br>11th -1%<br>NT -29% |
| 6.6 | CA Healthy Kids Survey: Health Percentage | 2024 CA Healthy Kids Survey<br><br>School Alcohol or Drug Use<br>5th 20%<br>7th 7% | 2025 CA Healthy Kids Survey<br><br>School Alcohol or Drug Use<br>5th 13%<br>7th 5% | | School Alcohol or Drug Use<br>5th 10%<br>7th 3%<br>9th 4%<br>11th 6%<br>NT 8% | School Alcohol or Drug Use<br>5th -7%<br>7th -2%<br>9th -4%<br>11th -3%<br>NT +2% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 9th 9%<br>11th 13%<br>NT 16%<br><br>Absences Due to Illness<br>7th 37%<br>9th 45%<br>11th 47%<br>NT 39% | 9th 5%<br>11th 10%<br>NT 18%<br><br>Absences Due to Illness<br>7th 41%<br>9th 47%<br>11th 53%<br>NT 64% | | Absences Due to Illness<br>7th 18%<br>9th 22%<br>11th 23%<br>NT 20% | Absences Due to Illness<br>7th +4%<br>9th +2%<br>11th +6%<br>NT +25% |

## Goal Analysis [2024-25]

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

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

There were no substantive differences in the planned actions; all actions and services were implemented. Among our successes is the increased effort to maintain safety for students and staff. Our Safety Director conducted ongoing meetings to review, identify, and propose solutions to enhance student safety, addressing concerns through professional development, training, equipment, and other safety services (Action 6.1). He oversaw all safety-related items and monitored safety materials, supplies, and programs (Action 6.1). We continue to implement appropriate surveillance and supervision measures to monitor before-, during-, and after-school activities and environments, ensuring swift responses to any safety or health issues that arise (Action 6.2). Programs funded under this action include our emergency management and visitor management systems.

We continue to enhance our facilities to create safer outdoor learning environments by installing new shade structures, repairing existing ones, adding outdoor seating, fixing playground equipment, and upgrading hydration stations (Action 6.3). Additionally, we have successfully hired staff for supervision (Action 6.2), crossing guards to ensure safe student arrival and dismissal (Action 6.2), health technicians to provide essential health services (Action 6.5), and transportation staff to expand services and support student attendance and participation (Action 6.4). However, we continue to face challenges with turnover in part-time positions.

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

Under Action 6.1, we incurred additional expenditures related to substitute coverage for training, as well as materials, supplies, and programs. Under Action 6.2, a negative balance occurred due to staff requiring extra hours for training and support of school activities. Under

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Action 6.5, we underbudgeted for health services, resulting in a negative balance. Unspent funds under this goal were reallocated to other actions or goals as needed.

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

All actions and services were implemented with fidelity and were found to be effective. Actions in this goal have helped enhance and improve our systems around campus safety, including increasing and improving the infrastructure and systems to ensure campus safety.

Overall safety has improved through the addition of shade structures (Action 6.3). School sites provide health services and have access to safety supplies (Action 6.5). Cameras have been installed and maintained to support these safety efforts (Action 6.2). All sites have been equipped with radios over the past three years to help maintain safer campuses. We continue to maintain a visitor management system for all sites (Action 6.2), and we continue to implement our emergency management system (Action 6.2).

The school safety committee continues to meet to promote and maintain a safe and healthy environment for all staff, students, and the community (Action 6.1). Safety committee members attended safety conferences to learn directly from other safety professionals and improve our safety program. Support staff provide additional student supervision to ensure the safety of our students before, during, and after school activities/programs (Action 6.2). We continue to provide transportation services and crossing guard services to increase student engagement and attendance (Actions 6.2. 6.4). Staff continues to maintain outdoor seating, playground structures, hydration stations and shade structures (Action 6.3). This year, 98.03% of our schools ranked good or exemplary in our FIT Tool compared to the 96.56% in 2023-24.

According to the 2024–25 CA Parent Survey, 95% of parents strongly agreed or agreed that schools are perceived as safe. Additionally, 97% strongly agreed or agreed that the school is a supportive and inviting place for students to learn. The 2024–25 California Healthy Kids Survey showed slight increases in students' perception of school safety compared to 2023–24. In 2024–25, 72% of 5th-grade students reported feeling safe at school, up from 71% the previous year. Among 9th-grade students, 49% felt safe, a 1% increase from 48% in 2023–24. The percentage of 11th-grade students who felt safe remained unchanged at 56%. Non-traditional students showed a notable improvement in perceived safety, with 69% reporting feeling safe in 2024–25 compared to 53% in 2023–24. However, 56% of 7th-grade students reported feeling safe at school in 2024–25, a slight decrease from 57% the previous year (-1%).

Additional student data from the California Healthy Kids Survey highlighted key concerns related to safety and well-being. Reports of harassment or bullying, specifically being the target of mean jokes, were highest among 5th-grade students (44%) and declined across grade levels to 7% among non-traditional (NT) students. Cyberbullying was consistently reported across grades, with 5th and 7th graders at 31% and 26%, slightly lower percentages in higher grades. When asked if they had seen a weapon at school, 21% of 5th graders reported yes, compared to 4–9% in grades 7 through 11, with notably lower 4% among NT students. Reports of seeing alcohol or drug use on campus were also highest among 5th graders (13%) and NT students (18%). Absences due to illness were most common among 11th-grade students (53%) and NT students (64%), indicating a growing trend in upper high school levels.

These actions will allow us to make progress toward improving student and staff health and physical safety to support an optimal teaching and learning environment.

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

The planned goal, metrics, target outcomes, and actions will remain unchanged. There is a typo on Action 6.5 under Target for Year 3 Outcome on the Harassment/Bullying (5th grade target of mean jokes). The original 9th grade 212% should be 12%.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6.1** | School Safety | (Safety) We will improve student and staff health and physical safety to support an optimal teaching and learning environment. | $111,979.00 | Yes |
| **6.2** | Safety and Supervision | Implement appropriate surveillance and supervision measures to monitor before, during, and after school activities, programs, and environment and quickly respond to any safety or health issues that arise. | $3,864,122.00 | Yes |
| **6.3** | Outdoor Safety and Learning Environments | Mitigate the risks of heat-related conditions among students, especially those participating in afterschool programs, and enhance their overall well-being by providing adequate shading, hydration stations, outdoor seating, and playground structures | $31,000.00 | Yes |
| **6.4** | Transportation | Maintain increased transportation services to continue to support student curricular and extracurricular programs and provide additional transportation services to support the attendance and participation of our unduplicated pupils and relieve the burden of some of our parents. | $36,620.00 | Yes |
| **6.5** | Health Services | Provide students appropriate health care services and increase student wellbeing. | $1,803,013.00 | Yes |

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 7 | (Alternative Education) Within three years, all students, particularly English learners, socioeconomically disadvantaged students, and Hispanic students at Aurora High School will demonstrate growth towards meeting or exceeding standards in ELA and Math as measured by CAASPP test results. Additionally, they will show growth in the English Learner Progress Indicator, College and Career Indicator, graduation rate, and chronic absenteeism as measured by the CA Dashboard. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Aurora High School (continuation) and Pinnacle Hall Community Day School qualify for Equity Multiplier funds under the Local Control Funding Formula (LCFF). These funds aim to address funding disparities and promote educational equity, specifically targeting schools with high concentrations of unduplicated students, including English learners, foster youth, and socioeconomically disadvantaged students. Due to low student enrollment, Pinnacle Hall will be closed in the Fall of 2025, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for Pinnacle Hall Community School will no longer be utilized.

Based on the 2024 California Dashboard, Aurora High School's population of 177 students consisted of 72.9% English learners, 0.6% foster youth, and 81.9% socioeconomically disadvantaged students. Aurora High School has a percentage of unduplicated students over 55%. According to 2025 Data Quest data, Aurora High School had a 54.8% non-stability rate. Educational partner feedback indicated the need to address academics, behavior and social emotional student needs. Among the recommendations was to hire a child and welfare and attendance specialist to offer targeted support services for chronically absent students. Educational partners also expressed the need to integrate Social and Emotional Learning (SEL) and Positive Behavior Supports & Interventions (PBIS) to enhance pupil engagement and foster a positive school climate.

The goal for these funds is to focus on targeted support, such as increasing attendance rates, enhancing instructional methods, providing social-emotional services, and improving the overall school climate. By concentrating on these areas, we can directly address some of the barriers to student success, helping to close the achievement gap.

* Only 3.7% of Aurora students are meeting or exceeding in the 2024 ELA SBAC, with English learners at 0%, long-term English learners at 0%, socioeconomically disadvantaged students at 4.35%, and Hispanic group scoring at 3.85%.

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* 0% of our students are meeting or exceeding in the 2024 Mathematics SBAC.
* There is a need to increase student achievement for all students as measured by the 2024 California School Dashboard. In ELA, Aurora students were 184.7 pts below standard level 3 and in Math, they were 282.1 points below standard level.
* The 2024 CA School Dashboard status for English Learner Progress is in the "red" level with 27.5% making progress towards English language proficiency.
* Only 8.15% of English learners achieved a Level 4 (Well Developed) English Language Proficiency Level in the 2023-24 Summative ELPAC. There is a need to continue working on professional development on the ELD standards and Integrated/Designated ELD strategies to address English learners' needs.
* Based on the 2024 Dashboard, Aurora's CCI indicator showed 0.7% of seniors at a "Prepared Level". Aurora's student group data for the 2024 CCI Indicator is the following: English learners - 0%, socioeconomically disadvantaged - 0.7%, homeless - 0%, Hispanic - 0.7%.
* According to 2024 Data Quest, Aurora's Chronic Absenteeism showed a rate of 37.4%. The 2024 chronic absenteeism subgroup data is the following: English learners - 34.4%, socioeconomically disadvantaged students - 37.4%, students withs disabilities - 57.1%, homeless youth - 53.8%, Hispanic - 37.4%.
* The 2023-24 CUSD CA Dashboard Additional Data showed an 88.3% graduation rate for Aurora. The graduation student group data is the following: English learners - 89.4%, socioeconomically disadvantaged - 88.1%, homeless - 88.2%, Hispanic - 88.2%.
* The 2023-24 CUSD CA Dashboard Suspension Rate data showed a 7.0% suspension rate for all Aurora students. The 2024 suspension rate for student groups is the following: English learners - 7.7%, socioeconomically disadvantaged - 8.3%, students with disabilities - 8.0%, homeless - 15.4%, Hispanic - 7.0%.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 7.1 | SBAC ELA Percentage Standard Met/Exceeded | 2023 SBAC Aurora<br><br>ALL 8.93%<br>EL 2.22%<br>LTEL 3.45%<br>SED 10%<br>Hispanic 9.26% | 2024 SBAC Aurora<br><br>ALL 3.70%<br>EL 0%<br>LTEL 0%<br>SED 4.35%<br>Hispanic 3.85% | | ALL 39%<br>EL 32%<br>LTEL 33%<br>SED 40%<br>Hispanic 39% | ALL -5.23%<br>EL -2.22%<br>LTEL -3.45%<br>SED -5.65%<br>Hispanic -5.41% |
| 7.2 | SBAC Math Percentage Standard Met/Exceeded | 2023 SBAC Aurora<br><br>ALL 0%<br>EL 0%<br>LTEL 0%<br>SED 0%<br>Hispanic 0% | 2024 SBAC Aurora<br><br>ALL 0%<br>EL 0%<br>LTEL 0%<br>SED 0%<br>Hispanic 0% | | ALL 30%<br>EL 30%<br>LTEL 30%<br>SED 30%<br>Hispanic 30% | ALL 0%<br>EL 0%<br>LTEL 0%<br>SED 0%<br>Hispanic 0% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 7.3 | Dashboard English Learner Progress Indicator Percentage | 2023 Dashboard<br><br>Aurora: 28.6% making progress towards language proficiency<br><br>Pinnacle: 8.3% making progress towards language proficiency | 2024 Dashboard<br><br>Aurora: 27.5% making progress towards language proficiency<br><br>Pinnacle: Less than 11 students | | Aurora: 59% making progress towards language proficiency<br><br>Pinnacle: 51% making progress towards language proficiency | Aurora: -1.1%<br><br>Pinnacle: Less than 11 students |
| 7.4 | ELPAC Summative Percentage Proficient Level 4 | 2023 ELPAC Level 4<br><br>Aurora<br>EL 4.76%<br>LTEL 7.37%<br><br>Pinnacle<br>EL 0%<br>LTEL 0% | 2024 ELPAC Level 4<br><br>Aurora<br>EL 8.15%<br>LTEL 9.41%<br><br>Pinnacle<br>Less than 11 students | | Level 4<br><br>Aurora<br>District 20%<br>LTEL 22%<br><br>Pinnacle<br>EL 15%<br>LTEL 15% | Aurora<br>EL +3.39%<br>LTEL +2.04%<br><br>Pinnacle<br>Less than 11 students |
| 7.5 | CA Dashboard College and Career Indicator Percentage Prepared | 2023 CA Dashboard Aurora<br><br>ALL 1.3%<br>EL 1%<br>SED 1.4%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless 0%<br>Hispanic 1.3% | 2024 CA Dashboard Aurora<br><br>ALL 0.7%<br>EL 0%<br>SED 0.7%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless 0%<br>Hispanic 0.7% | | ALL 15%<br>EL 15%<br>SED 15%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless 15%<br>Hispanic 15% | ALL -0.6%<br>EL -1%<br>SED -0.7%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless 0%<br>Hispanic -0.6% |
| 7.6 | CA Dashboard Graduation Percentage | 2023 CA Dashboard Aurora | 2024 CA Dashboard Aurora | | ALL 72%<br>EL 72% | ALL +27.6%<br>EL +27.9% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ALL 60.7%<br>EL 61.5%<br>SED 61.3%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless 61.1%<br>Hispanic 60.7% | ALL 88.3%<br>EL 89.4%<br>SED 88.1%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless 88.2%<br>Hispanic 88.2% | | SED 72%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless 72%<br>Hispanic 72% | SED +26.8%<br>FY Less than 11 students<br>SWD Less than 11 students<br>Homeless +27.1%<br>Hispanic +27.5% |
| 7.7 | Data Quest Chronic Absenteeism Percentage | 2023 Data Quest<br><br>Aurora<br>ALL 42.9%<br>EL 45.5%<br>SED 44.4%<br>SWD 63.6%<br>Homeless 48.4%<br>Hispanic 43.2%<br><br>Pinnacle<br>ALL 81.8%<br>EL 84.2%<br>SED 80%<br>SWD 100%<br>Homeless 100%<br>Hispanic 81.8% | 2024 DataQuest<br><br>Aurora<br>ALL 37.4%<br>EL 34.4%<br>SED 37.4%<br>SWD 57.1%<br>Homeless 53.8%<br>Hispanic 37.4%<br><br>Pinnacle<br>ALL 93.3%<br>EL 92.3%<br>SED 80%<br>SWD Less than 10 students<br>Homeless Less than 10 students<br>Hispanic 92.9% | | Aurora<br>ALL 21%<br>EL 22%<br>SED 22%<br>SWD 32%<br>Homeless 24%<br>Hispanic 21%<br><br>Pinnacle<br>ALL 21%<br>EL 22%<br>SED 22%<br>SWD 32%<br>Homeless 100%<br>Hispanic 21% | ALL -5.5%<br>EL -11.1%<br>SED -7.0%<br>SWD -6.5%<br>Homeless +5.4%<br>Hispanic -5.8%<br><br>Pinnacle<br>ALL +11.5%<br>EL +8.1%<br>SED 0%<br>SWD Les than 10 students<br>Homeless Les than 10 students<br>Hispanic +11.1% |
| 7.8 | CA Dashboard Suspension Percentage | 2023 CA Dashboard<br><br>Aurora<br>ALL 20.6%<br>EL 22.9% | 2024 CA Dashboard<br><br>Aurora<br>ALL 7% | | Aurora<br>ALL 10%<br>EL 11%<br>SED 11% | Aurora<br>ALL -13.6%<br>EL -15.2%<br>SED -13.7% |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED 22%<br>FY Less than 11 students<br>SWD 16.7%<br>Homeless 21.9%<br>Hispanic 20.7%<br><br>Pinnacle<br>ALL 29.6%<br>EL 29.2%<br>SED 28%<br>Hispanic 29.6% | EL 7.7%<br>SED 8.3%<br>FY Less than 11 students<br>SWD 8%<br>Homeless 15.4%<br>Hispanic 7%<br><br>Pinnacle<br>ALL 20%<br>EL 23.5%<br>SED 22.2%<br>Hispanic 20% | | FY Less than 11 students<br>SWD 8%<br>Homeless 11%<br>Hispanic 10%<br><br>Pinnacle<br>ALL 15%<br>EL 15%<br>SED 14%<br>Hispanic 15% | FY Less than 11 students<br>SWD -8.7%<br>Homeless -6.5%<br>Hispanic -13.7%<br><br>Pinnacle<br>ALL -9.6%<br>EL -5.7%<br>SED -5.8%<br>Hispanic -9.6% |

# Goal Analysis [2024-25]

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

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

There were no substantive differences in the planned actions. All actions and services were implemented. The child and welfare and attendance specialist, counselor and instructional aide positions were filled (Actions 7.1, 7.2, 7.3). The counselor provided various services to both Aurora High School and Pinnacle Hall students (7.2). Similarly, the child and welfare and attendance specialist provided various services and closely monitored student attendance (Action 7.1). The instructional aide was hired after the first semester and supported the Pinnacle Hall teacher and students. Due to low student enrollment, Pinnacle Hall will be closed beginning in the Fall of 2025, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for this school will no longer be utilized. Additionally, the support staff funded under Action 7.3 will no longer be needed for this school.

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.

All actions were successfully implemented, and all funds were spent. Under Action 7.1, we underbudgeted for salaries, while under Action 7.2, we overbudgeted for salaries.

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

All actions and services were implemented with fidelity and were found to be effective. The actions under this goal have contributed to improved student outcomes across various indicators. At Aurora High School, the percentage of English learners achieving Level 4 on the

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ELPAC increased from 4.76% to 8.15% (+3.39%), and long-term English learners improved from 7.37% to 9.41% (+2.04%). Although the 2024 California Dashboard showed a 1.1% decrease in the ELPI compared to 2023, reclassification rates increased significantly: from 1% to 5.2% at Aurora High School and from 0% to 12.5% at Pinnacle Hall in 2023–24

According to the 2024 California School Dashboard, all student groups at Aurora High School experienced an increase in graduation rates. The "All Students" group rose by 27.6 percentage points, from 60.7% to 88.3%. Socioeconomically disadvantaged students increased from 61.3% to 88.1% (+26.8%), homeless students from 61.1% to 88.2% (+27.1%), and Hispanic students from 81.1% to 93.4% (+12.3%). English learners had the highest gain, increasing from 61.5% to 89.4% (+27.9%). Aurora High School had no student groups in the “red” performance level for graduation. However, despite growth in graduation, all student groups experienced a slight decrease (0.6% to 1%) in the College and Career Indicator (CCI).

Suspension rates also declined across all student groups at both Aurora High School and Pinnacle Hall. At Aurora, the overall dropout rate fell from 20.6% to 7%, with English learners dropping from 22.9% to 7.7%, socioeconomically disadvantaged students from 22% to 8.3%, students with disabilities from 16.7% to 8%, homeless students from 21.9% to 15.4%, and Hispanic students from 20.7% to 7%. At Pinnacle Hall, suspension rates similarly declined: the overall dropout rate decreased from 29.6% to 20%, English learners from 29.2% to 23.5%, socioeconomically disadvantaged students from 28% to 22.2%, and Hispanic students from 29.6% to 20%.

In contrast to the district-wide increase in chronic absenteeism, most student groups at Aurora High School showed a decline. The "All Students" group dropped from 42.9% to 37.4%, English learners from 45.5% to 34.4%, socioeconomically disadvantaged students from 44.4% to 37.4%, students with disabilities from 63.6% to 57.1%, and Hispanic students from 43.2% to 37.4%. The only group to show an increase was homeless students, rising from 48.4% to 53.85%. At Pinnacle Hall, chronic absenteeism increased by an average of 10% for most groups, except socioeconomically disadvantaged students, who remained at 80%.

Despite increased graduation rates, students in both alternative education settings continue to face challenges in academic growth. A comparison of the 2023 and 2024 SBAC results at Aurora High School reveals a decline in English Language Arts (ELA) performance and persistent difficulties in Mathematics. In ELA, all student groups saw a decrease in the percentage of students meeting or exceeding standards. For example, the percentage for all students dropped from 8.93% in 2023 to 3.70% in 2024. English learners declined from 2.22% to 0%, long-term English learners from 3.45% to 0%, socioeconomically disadvantaged students from 10% to 4.35%, and Hispanic students from 9.26% to 3.85%. These results underscore the urgent need to strengthen literacy support, particularly for English learners and other at-risk populations.

In mathematics, SBAC results remained stagnant, with 0% of students meeting or exceeding standards in both 2023 and 2024 across all reported student groups, All-students, English learners, long-term English learners, socioeconomically disadvantaged, and Hispanic students. These consistent results suggest systemic barriers to math achievement and indicate an urgent need for targeted instructional strategies, additional academic support, and intervention programs to improve outcomes in this area.

The positions funded through these actions have played a critical role in improving student well-being, attendance, and reclassification rates. Staff have provided comprehensive training on child welfare and attendance to increase awareness among school personnel, students, and families. Through targeted support services, home visits, and record reviews, they have effectively identified and addressed chronic

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absenteeism. These efforts have contributed to improved student engagement and achievement while fostering stronger connections between schools and families (Action 7.1).

In addition, the hiring of an additional counselor has significantly enhanced support for students facing academic and personal challenges, especially within alternative educational settings. This counselor provides individualized academic planning and personal development guidance, helping to increase graduation rates and student engagement (Action 7.2). Support staff presence allows the teacher to focus on instruction, ultimately creating a more inclusive, supportive, and effective learning environment for all students (Action 7.3). Due to low student enrollment, Pinnacle Hall will be closed beginning in the Fall of 2025, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for this school will no longer be utilized. Additionally, the support staff funded under Action 7.3 will no longer be needed for this school.

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.

For the coming year, changes have been made to the planned goal, metrics, target outcomes, and actions based on reflections from prior practice. Due to low student enrollment, Pinnacle Hall will be closed beginning in the Fall of 2025, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for this school will no longer be utilized. Additionally, the support staff funded under Action 7.3 will no longer be needed for this school. However, Actions 7.1 and 7.2 will remain intact. The position under action 7.2 previously supported by equity multiplier funds will now be co-funded by both Equity Multiplier funds and LCAP Goal 3.1.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **7.1** | Child and Welfare and Attendance Specialist (PH and AU) | To enhance student well-being and success by providing training on child welfare and attendance, offering targeted support services, and identifying and addressing chronic absenteeism through home visits and record reviews in order to improve attendance, engagement, and academic achievement, while increasing awareness and competence among school personnel, students, and families. | $157,273.00 | No |
| **7.2** | Counseling | Hire an additional counselor to provide crucial personalized support for students facing academic and personal challenges, thereby improving student outcomes and mental health. This counselor will offer | $58,709.00 | No |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | individualized guidance on academic planning and personal development, leading to higher engagement and graduation rates. By identifying and addressing barriers, the counselor will enhance attendance and participation. Additionally, they will facilitate better communication with parents and the community and manage resources more effectively, creating a supportive environment tailored to the unique needs of students enrolled in an alternative educational setting. | | |
| **7.3** | Support Staff at Pinnacle Hall | Support staff will help manage behavior, implement individualized education plans, provide academic assistance, and address social and emotional issues, helping create an inclusive and supportive learning environment, allowing the teacher to focus on instruction and improving the overall learning experience for all students.<br><br>Due to low student enrollment, Pinnacle Hall will be closed beginning the Fall of 2025, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for this school will no longer be utilized. Additionally, the support staff funded under Action 7.3 will no longer be needed for this school. | $0.00 | No |

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# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 8 | Within two years, we will improve student outcomes by expanding access to mental health services, strengthening academic and literacy instruction, especially for English learners and long-term English learners, enhancing support for students with an Individualized Education Program through inclusive practices, and providing flexible credit recovery options to keep all students on track for graduation. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Learning Recovery and Emergency Block Grant Goal

CUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2025–26 school year. To address student needs effectively, LREBG-funded actions 8.1 through 8.4 have been incorporated into the newly established Goal 8. This integration ensures that the remaining funds are strategically allocated to support academic learning recovery and enhance student well-being, aligning with the objectives outlined in the LREBG program.

The needs assessment, grounded in our 2024 California Dashboard and local data, reveals critical gaps in academic achievement, credit completion, and student well-being. In ELA and math, a substantial number of students—particularly English learners, long-term English learners, students with disabilities, and homeless students—are not meeting or exceeding standards, and fewer than half of our English learners are making progress on the ELPAC. Semester one of 2024-25 saw a high volume of “F” grades (2,032 at Calexico High School), with English learners earning 66 percent of those failing marks. Chronic absenteeism remains pronounced among socioeconomically disadvantaged and homeless students, underscoring the need for accessible counseling and crisis intervention to build resilience, develop coping strategies, and address the emotional toll of their circumstances.

To address these needs, we will expand academic supports by training staff and instructional aides under the guidance of intervention teachers and instructional coaches, and by deploying literacy coaches/reading specialists to develop, implement, coordinate, and evaluate our structured literacy program, including screening and progress monitoring. A special education coordinator will develop and oversee Individualized Education Programs (IEPs), ensuring compliance and fostering collaboration among educators, parents, and support staff. For credit recovery and summer school, we will offer flexible options—online courses, after-school programs, and targeted recovery sessions—aligned with state standards and supported by certified teachers to help students regain lost credits and stay on track for graduation. Mental

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health supports will be embedded on campus through school-based psychologists, counselors, peer mentoring, recreational programs, and dedicated quiet/safe spaces.

Research underscores the effectiveness of these strategies. Multiple studies show that intervention teachers, instructional coaches, and literacy specialists significantly boost student literacy and academic performance—especially for low-income and English-language learners—and that LETRS training enhances teachers' reading instruction practices, leading to better reading comprehension outcomes. Legislative reports (AB 104 and EC 33318.1) affirm that well-implemented credit-recovery programs help students satisfy graduation requirements, recover lost credits, and reduce dropout rates. Finally, evidence indicates that school-based mental health services—counseling, peer supports, and safe spaces—improve emotional regulation, reduce isolation and bullying, and enhance overall academic outcomes. Together, these coordinated actions will strengthen academic achievement, accelerate credit recovery, and support student well-being.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 8.1 | SBAC ELA % Standard Met/Exceeded | 2024 SBAC<br><br>District 27.57%<br>EL 7.33%<br>LTEL 4.55%<br>SED 25.42%<br>FY * (NA)<br>SWD 6.65%<br>Homeless 15.06%<br>Hispanic 27.58% | | | District 59%<br>EL 52%<br>LTEL 51%<br>SED 58%<br>FY 58%<br>SWD 50%<br>Homeless 55%<br>Hispanic 59% | New Goal |
| 8.2 | SBAC Math % Standard Met/Exceeded | 2024 SBAC<br><br>District 17.23%<br>EL 6.44%<br>LTEL 1.64%<br>SED 15.97%<br>FY * (NA)<br>SWD 7.44%<br>Homeless 10.11%<br>Hispanic 17.19% | | | District 56%<br>EL 51%<br>LTEL 49%<br>SED 54%<br>FY 54%<br>SWD 50%<br>Homeless 52%<br>Hispanic 55% | New Goal |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 8.3 | i-Ready Diagnostic Assessment<br>Percentage or Above Grade Level | 2025 Spring i-Ready<br><br>Elem Reading - 30%<br>Sec Reading - 35%<br><br>Elem Math - 28%<br>Sec Math - 30% | | | Elem Reading - 59%<br>Sec Reading - 60%<br><br>Elem Math - 58%<br>Sec Math - 58% | New Goal |
| 8.4 | RESULTS Universal Screening<br>Percentage Proficient or Above Level | 2025 RESULTS Report<br><br>Kinder 18.2%<br>1st 37.1%<br>2nd 50.1% | | | Kinder 51%<br>1st 61%<br>2nd 67% | New Goal |
| 8.5 | CA Dashboard English Learner Progress Indicator Percentage | 2024 CA Dashboard<br><br>District 46.9% making progress towards language proficiency | | | District 65% making progress towards language proficiency | New Goal |
| 8.6 | ELPAC Summative Percentage Proficient Level 4 | 2024 ELPAC Level 4<br><br>EL 12.20%<br>LTEL 14.68%<br>SWD 3.23% | | | Level 4<br>EL 25%<br>LTEL 25%<br>SWD 19% | New Goal |
| 8.7 | Synergy and TOMS Report<br>ELPAC Level 4 Reclassification Percentage | 2023-24 Synergy and TOMS Report<br><br>Level 4 Reclassification rate: 75.10% (434/578) | | | Level 4 Reclassification rate: 95% | New Goal |
| 8.8 | CALPADS Report<br>EL Reclassification Percentage | 2023-24 CALPADS Report | | | 25% | New Goal |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 10.8% (591/5464) | | | | |
| 8.9 | CA Dashboard College and Career Indicator Percentage Prepared | 2024 CA Dashboard<br><br>District 32.7%<br>EL 13.3%<br>SED 31.1%<br>FY Less than 11 students<br>SWD 7.5%<br>Homeless 17%<br>Hispanic 32.2% | | | District 59%<br>EL 51%<br>SED 59%<br>FY 59%<br>SWD 51%<br>Homeless 56%<br>Hispanic 59% | New Goal |
| 8.10 | CA Dashboard Graduation Percentage | 2024 CA Dashboard<br><br>District 93.5%<br>EL 90.8%<br>LTEL 91.6%<br>SED 93.8%<br>FY Less than 11 students<br>SWD 91.2%<br>Homeless 85.7%<br>Hispanic 93.4% | | | District 90%<br>EL 87%<br>SED 89%<br>FY 89%<br>SWD 92%<br>Homeless 86%<br>Hispanic 89% | New Goal |
| 8.11 | CA Healthy Kids Survey Percentage- Priority 6 | 2025 CA Healthy Kids Survey<br><br>Caring Adult Relationships<br>9th 51%<br>11th 49%<br>NT 55% | | | Caring Adult Relationships<br><br>9th 68%<br>11th 67%<br>NT 67% | New Goal |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 8.12 | 2025 Panorama Fall Survey | 2025 Panorama Fall Survey<br><br>Sense of Belonging<br>6th-12th 40%<br><br>Teacher-Student Relationship<br>6th-12th 48%<br><br>Challenging Feelings<br>6th-12th 54% | | | Sense of Belonging<br>6th-12th 64%<br><br>Teacher-Student Relationship<br>6th-12th 66%<br><br>Challenging Feelings<br>6th-12th 71% | New Goal |

## Goal Analysis [2024-25]

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

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

NA This is a new goal for 2025-26. There is no analysis for 2024-25.

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.

NA This is a new goal for 2025-26. There is no analysis for 2024-25.

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

NA This is a new goal for 2025-26. There is no analysis for 2024-25.

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.

This is a new goal for 2025-26. CUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2025–26 school year. To effectively address student needs, LREBG-funded actions 8.1 through 8.4 have been incorporated into the newly established Goal 8. This goal, along with its associated metrics, target outcomes, and actions, was developed based on a comprehensive

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needs assessment and planning process, ensuring that the remaining funds are strategically allocated to support academic learning recovery and enhance student well-being, aligning with the objectives outlined in the LREBG program.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **8.1** | Mental Health Supports | Increase student access to mental health services by embedding school-based mental health specialists within the school. These specialists will provide direct support through counseling, crisis intervention, and mental health education. Staff will be trained to recognize signs of concern and refer students as needed, supporting a tiered approach to student wellness.<br><br>(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism.<br><br>Metrics 8.11, 8.12 | $707,296.00 | No |
| **8.2** | Literacy and Mathematics Supports & Professional Learning with an emphasis on ELs and LTEL | Provide comprehensive professional development for instructional staff grounded in the Science of Reading. Training will focus on building teachers' understanding of the components of skilled reading and how these are developed in the brain. Educators will engage in LETRS modules to deepen their knowledge of evidence-based practices and learn how to apply diagnostic tools to identify and address specific student needs. Ongoing coaching and collaborative learning opportunities will support the practical implementation of these strategies in daily instruction to ensure consistent, high-quality literacy support across classrooms.<br><br>(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. | $3,135,330.00 | No |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | (iii) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.<br><br>Metrics 8.1, 8.2, 8.3, 8.4 | | |
| **8.3** | Credit Recovery | Establish flexible credit recovery options, including online courses, after-school programs, and summer sessions, to help students regain lost credits and stay on track for graduation. Programs will be aligned with state standards and supported by certified teachers who provide academic guidance and monitor progress.<br><br>(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.<br><br>Metrics 8.9, 8.10 | $543,250.00 | No |
| **8.4** | Enhanced Supports for students with IEPs with an emphasis on ELs and LTELs | Enhance instructional practices and supports for students with IEPs by providing differentiated, inclusive instruction aligned with their individual goals and additional instructional aides. Special education staff and general educators will collaborate regularly to implement co-teaching models, accommodations, and modifications. Ongoing professional development will focus on evidence-based strategies, progress monitoring, and compliance with IDEA requirements to ensure equitable access to the general curriculum.<br><br>(vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.<br><br>Metrics 8.5, 8.6, 8.7, 8.8 | $568,559.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$37,355,544.00 | $4,902,547.00 |

**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 |
|---|---|---|---|
| 42.698% | 0.000% | $0.00 | 42.698% |

**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:**<br>Curriculum: Implementation and Planning<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our unduplicated students, the 2024 Dashboard data showed the following needs in our unduplicated pupil population (94.42% of our entire student population). In English | In order to address the unique needs and specific conditions of our English learners, foster youth, and socioeconomically disadvantaged students, we will continue to refine our system to improve the quality of first-time instruction (Tier 1). This enhanced support system will provide additional curriculum and English learner support to all teachers. The district will continue to partner with Orenda, and during the 2024-25 school year, we have refined on curriculum alignment and | 1.1 - ELA Dashboard<br>1.2 - Math Dashboard<br>1.3 - ELA SBAC<br>1.4 - Math SBAC<br>1.5 - CAST<br>1.6 - ELA & Math i-Ready<br>1.7 - Universal Screener<br>1.8 - Dashboard ELPI<br>1.9 - ELPAC Level 4 |

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| 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 |
|---|---|---|---|
| | Language Arts, our ALL-student group scored 66.4 points below the standard. Academic achievement gaps exist for all three of our unduplicated pupil groups. Our English learners scored 95.3 points below the standard (a 28.9-point gap). Our long-term English learners scored 132.8 points below the standard (a 66.4-point gap) and socioeconomically disadvantaged students scored 72.1 points below the standard (a 5.7-point gap). These literacy/language gaps are also reflected in our formative assessments (I-Ready and Unit Assessments). The Calexico Unified School District's system is designed to raise the academic achievement of all students.<br><br>In mathematics, we observed similar trends. According to the 2024 Dashboard, our ALL-student group scored 97.9 points below standard. Academic achievement gaps exist for all three of our unduplicated pupil groups in mathematics as well. Our English learners scored 113.9 points below standard (a 16-point gap). Our long-term English learners scored 175.1 points below standard (a 77.2-point gap) socioeconomically disadvantaged students scored 101.6 points below standard (a 3.7-point gap).<br><br>In the 2024 SBAC, every unduplicated student group included in our metrics experienced a slight decrease in meeting or exceeding the ELA standards compared to the 2023-24 school year. The English learners group decreased by 1.87% (from 9.20% to 7.33%). | instructional strategies for teachers to help form a common vision and adopt common practices for PLC work. This has included identifying weighted Common Core and grade-level standards for ELA and Math at both the secondary and elementary levels.<br><br>Teachers, on a yearly basis, updated their Target Standards Matrix for ELA, mathematics, science and social science, consisting of five units with five focus standards for each unit per grade level/subject area. These matrices define learning targets and success criteria. Teachers also updated their five common unit assessments for ELA and Math to align with SBAC technical specifications per grade level/subject area. After administering each unit test, administrators and teachers conducted data reflection sessions. For the 2025-26 school year, elementary and secondary teachers will receive integrated English Language Development and Academic Language Development training.<br><br>CUSD coordinators will continue supporting teachers in curriculum development, assessment realignment, and comprehensive data analysis to monitor student progress. A special emphasis will be placed on analyzing how our socioeconomically disadvantaged students, foster youth, English learners, and students with disabilities are performing on benchmark assessments. This analysis will help differentiate instruction, individualize learning targets, and accelerate learning. | 1.10 - 1.10 - Reclassification Rate<br>1.11 - ELPAC Level 3 to 4<br>1.12 - ELPAC Level 4 Reclassification<br>1.13 - Priority 2 Local Indicator: Implementation of State Standards<br>1.15 - Priority 1 Local Indicator: Sufficiency of Textbooks<br><br>This action is being implemented on an LEA-wide basis, ensuring that all students benefit from our enhanced instructional program. However, due to the significantly lower achievement rates of our English learners, foster youth, and socioeconomically disadvantaged students, and because our actions and refinements are tailored to address the specific needs of these groups, we anticipate a more substantial increase in their achievement rates compared to the average achievement rate of all other students. |

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| 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 |
|---|---|---|---|
| | New metrics were added for our long-term English learner group, showing a decrease of 2.51% (from 7.06% to 4.55%). The socioeconomically disadvantaged group decreased by 0.69% (from 26.11% to 25.42%).<br><br>Through the 2023-24 i-Ready reading diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 14% to 15% and "early on grade level" stayed at 14%. We also reduced the number of students categorized as "2 grade levels below" from 17% to 14%. Despite the increases in ELA, we still face gaps. In 2024-25 preliminary i-Ready data, we observed a 11% increase in Reading "Mid or above grade level" from Fall to Spring (5% to 16%).<br><br>In the 2024 SBAC, several of our student groups included in our metrics, with the exception of the English learners and long-term English learners, experienced an increase in meeting or exceeding the mathematics standards compared to the 2023-24 school year. The socioeconomically disadvantaged group increased by 0.48% (from 15.49% to 15.97%). Our English learner group had a decrease of 0.65% (from 7.09% to 6.44%) and our long-term English learner group had a decrease of 0.44% (from 2.08% to 1.64%) Despite the increases in mathematics, we still face gaps. | To support the selection of additional resources targeted to our unduplicated pupils, an instructional materials committee will review and select materials that best serve the needs of our English learners, foster youth, and socioeconomically disadvantaged students. To ensure coherence across classrooms and schools, CUSD will, through our partnership with Orenda, bring together teachers to revise and improve standard matrices, refine formative assessments, and analyze data to inform their instruction (both whole group and targeted small group learning). This curricular planning will allow teachers to work collaboratively as they refine their instructional programs to meet the needs of our unduplicated pupils.<br><br>In order to address the unique needs and specific conditions of our English learners, foster youth, and socioeconomically disadvantaged students, this action will focus on enhancing and improving targeted interventions alongside supporting and enhancing Tier 1 first instruction. Our interventions will focus on three key areas: English Language Arts (E-LA)/Literacy, Mathematics/Numeracy, and Language Acquisition/Proficiency. Benchmark data from I-Ready reveal achievement gaps in these areas for our unduplicated pupils.<br><br>Teachers will work collaboratively to ensure best first instruction for socioeconomically disadvantaged students, foster youth, and English learners, while also selecting supplemental instructional materials to enhance learning opportunities. This includes supporting elementary teachers as they implement literacy student | Consequently, we expect the achievement gaps noted in Action 1.1 metrics in English, mathematics, and science to decrease by a ¼ gap reduction in the CAASPP and CAST tests, respectively. Similarly, for all students with achievement gaps noted in Action 1.1 metrics in literacy, numeracy, and language, we expect a ¼ gap reduction as measured by I-Ready.<br><br>At the district level, the English learner, homeless, long-term English learners, and socioeconomically disadvantaged groups are projected to perform at an “orange” level in ELA and the homeless, long-term English learners and socioeconomically disadvantaged groups are projected to perform at an “orange” level in Math.<br><br>At individual school sites, English learners, long-term English learners, socioeconomically disadvantaged students, and foster youth student |

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| 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 |
|---|---|---|---|
| | Through i-Ready 2023-24 mathematics diagnostic assessment, we observed an increase in students placing in “mid or above grade level” from 9% to 11% and “early on grade level" remained the same at 14%. We also reduced the number of students categorized as "three or more grade levels below" from 29% to 21%. In 2024-25 i-Ready preliminary mathematics data, we observed a 11% increase in the Math “Mid or above grade level” from Fall to Spring (2% to 13%).<br><br>In the 2024 SBAC, while 12.87% of our ALL-student group met/exceeded standards on the CAST Science Test, only 1.85% of our English learners did (a 10.95% gap) and 11.25% of our socioeconomically disadvantaged students did (a 1.62% gap). All of our unduplicated student groups included in our metrics saw an increase in meeting or exceeding the science standards compared to the 2023 school year. The English learners group increased by 0.47% (from 1.38% to 1.85%), the long-term English learners group increased by 0.38% (from 0.65% to 1.03%), and the socioeconomically disadvantaged group increased by 1.55% (from 9.7% to 11.25%). Despite the increases in mathematics, we still face gaps.<br><br>After reviewing academic data, local data, and input from educational partners regarding our unduplicated students, it is evident that these students are performing at a lower level in ELA, Math. Science on the Dashboard, SBAC, CAST, and i- Ready assessments compared | centers. To further address these specific needs, we will refine our multi-tiered system of support (MTSS) and enhance our literacy program aimed at achieving grade-level reading for all students.<br><br>We will continue to foster a literacy-rich culture through a supplemental literacy program and implement interventions that address foundational literacy skills at all grade levels, targeting the needs of socioeconomically disadvantaged students, foster youth, and English learners. Additionally, we will enhance our MTSS for unduplicated pupils through small-group, flexible, and targeted interventions, as well as support classes at the secondary levels<br><br>All these literacy and MTSS interventions are designed to reduce academic gaps and accelerate learning. To further supplement our students' opportunities, we will employ instructional assistants and provide supplementary materials. | groups are expected to perform at an “orange” level or higher in both ELA and Math.<br><br>Additionally, we anticipate improvement in the English Learner Progress Indicator, moving from level 3 to level 4, and an increase in reclassification rates for English learners. |

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| 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 |
|---|---|---|---|
| | to the ALL-student group. Additionally, there is a need to increase student achievement for all students as measured by the 2024 California School Dashboard. The Dashboard shows ELA status at the “orange” level, with scores 66.4 points below standard (Level 3), and Math status at the “red” level, with scores 97.9 points below standard (Level 3). At the district level, the 2024 CA Dashboard shows English learners, long-term English learners, and socioeconomically disadvantaged student groups performed at a "red" level in ELA. Similarly, at the district level, the 2024 CA Dashboard shows the long-term English learners and socioeconomically disadvantaged student groups performed at a "red" level in mathematics.<br><br>**Scope:**<br>LEA-wide | | |
| **1.2** | **Action:**<br>Literacy and Academic Interventions<br><br>**Need:**<br>After reviewing academic data, local data, and input from educational partners regarding our unduplicated students, it is evident that these students are performing at a lower level in ELA, Math, Science on the Dashboard, SBAC, CAST, and i- Ready assessments compared to the ALL-student group as shown in Action 1.1.<br><br>Additionally, there is a need to increase student achievement for all students as | In order to address the unique needs and specific conditions of our English learners, foster youth, and socioeconomically disadvantaged students, this action will focus on enhancing and improving targeted interventions alongside supporting and enhancing Tier 1 first instruction. Our interventions will focus on three key areas: English Language Arts (E-LA)/Literacy, Mathematics/Numeracy, and Language Acquisition/Proficiency. Benchmark data from I-Ready and TELL reveal achievement gaps in these areas for our unduplicated pupils.<br><br>Teachers will work collaboratively to ensure best first instruction for socioeconomically disadvantaged students, foster youth, and English | 1.1 - ELA Dashboard<br>1.2 - Math Dashboard<br>1.3 - ELA SBAC<br>1.4 - Math SBAC<br>1.5 - CAST<br>1.6 - ELA & Math i-Ready<br>1.7 - Universal Screener<br>1.8 - Dashboard ELPI<br>1.9 - ELPAC Level 4<br>1.10 - Reclassification Rate<br>1.11 - ELPAC Level 3 to 4<br>1.12 - ELPAC Level 4 Reclassification |

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| 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 |
|---|---|---|---|
| | measured by the 2024 California School Dashboard. The Dashboard shows ELA status at the “orange” level, with scores 66.4 points below standard (Level 3), and Math status at the “red” level, with scores 97.9 points below standard (Level 3). At the district level, the 2024 CA Dashboard shows English learners, long-term English learners and socioeconomically disadvantaged student groups performed at a "red" level in ELA. Similarly, at the district level, the 2024 CA Dashboard shows the long-term English learners and socioeconomically disadvantaged student groups performed at a "red" level in mathematics.<br><br>**Scope:**<br>LEA-wide | learners, while also selecting supplemental instructional materials to enhance learning opportunities. This includes supporting elementary teachers as they implement literacy student centers. To further address these specific needs, we will refine our multi-tiered system of support (MTSS) and enhance our literacy program aimed at achieving grade-level reading for all students.<br><br>We will foster a literacy-rich culture through a supplemental literacy program and implement interventions that address foundational literacy skills at all grade levels, targeting the needs of socioeconomically disadvantaged students, foster youth, and English learners. Additionally, we will enhance our MTSS for unduplicated pupils through small-group, flexible, and targeted interventions, as well as support classes at the secondary levels.<br><br>This literacy and MTSS interventions are designed to reduce academic gaps and accelerate learning. To further supplement our students' opportunities, we will employ instructional assistants and provide supplementary materials. | 1.13 - Priority 2 Local Indicator: Implementation of State Standards<br>1.15 - Priority 1 Local Indicator: Sufficiency of Textbooks<br><br>This action is being implemented on an LEA-wide basis, ensuring that all students benefit from our enhanced instructional program. However, due to the significantly lower achievement rates of our English learners, foster youth, and socioeconomically disadvantaged students, and because our actions and refinements are tailored to address the specific needs of these groups, we anticipate a more substantial increase in their achievement rates compared to the average achievement rate of all other students.<br><br>Consequently, we expect the achievement gaps noted in Action 1.1 metrics in English, mathematics, and science to decrease by a ¼ gap reduction in |

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| 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 |
|---|---|---|---|
| | | | the CAASPP and CAST tests, respectively.<br><br>Similarly, for all students with achievement gaps noted in Action 1.1 metrics in literacy, numeracy, and language, we expect a ¼ gap reduction as measured by I-Ready.<br><br>At the district level, the English learner, long-term English learners, and the socioeconomically disadvantaged student groups are projected to perform at an “orange” level in ELA and the long-term English learners and socioeconomically disadvantaged student groups are projected to perform at an “orange” level in Math.<br><br>At individual school sites, English learners, long-term English learners, socioeconomically disadvantaged students, and foster youth student groups are expected to perform at an “orange” level or higher in both ELA and Math. |

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| 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 |
|---|---|---|---|
| | | | Additionally, we anticipate improvement in the English Learner Progress Indicator, moving from level 3 to level 4, and an increase in reclassification rates for English learners. |
| **1.3** | **Action:**<br>Instructional Aides and Materials<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our unduplicated students, the data revealed that approximately 80% of our kindergarteners do not attend preschool prior to entering kindergarten. The percentage rates are even higher for socioeconomically disadvantaged families and migrant families, 100% of whom are English learners. The reasons for this are varied. Calexico has limited low/no-cost preschool slots each year. Additionally, many preschools offer half-day programs, and parents, especially low-income families, opt for child care instead to accommodate their work schedules. These conditions result in most English learner and socioeconomically disadvantaged students entering kindergarten with no prior school experience.<br><br>Moreover, as shown in Action 1.1, our unduplicated students are performing at a lower level in ELA, Math, and Science on the Dashboard, SBAC, CAST, and i-Ready | In order to address the unique needs and specific circumstances of our English learners and socioeconomically disadvantaged students, we will implement several initiatives. Firstly, we will promote transitional kindergarten and enhance our transitional kindergarten programs by providing additional support through instructional assistants and supplementary materials. These instructional assistants will also extend their support to first and second-grade classrooms. Their role will involve facilitating small group instruction tailored to the needs of English learners, foster youth, and socioeconomically disadvantaged students, thereby enhancing students' school readiness.<br><br>Furthermore, we will continue to refine our Literacy Plan through our CLSD Grant, collaborating with Reading Coach/Literacy Specialists, Intervention Teachers, and Intervention Teachers and Instructional Coaches. Staff will continue to receive training in Language Essentials for Teachers of Reading and Spelling (LETRS) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). | 1.6 - ELA & Math i-Ready<br>1.7 - Universal Screener<br>1.8 - Dashboard ELPI<br>1.9 - ELPAC Level 4<br>1.10 - Reclassification Rate<br>1.11 - ELPAC Level 3 to 4<br>1.12 - ELPAC Level 4 Reclassification<br><br>This action is being implemented across our Local Education Agency (LEA), with the aim of enhancing the transitional kindergarten experience for all students. While we anticipate that all transitional kindergarteners will benefit from these improvements, our interventions are specifically tailored to address the needs of our socioeconomically disadvantaged students, |

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| 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 |
|---|---|---|---|
| | assessments compared to the ALL-student group. There is a need to increase student achievement for all students, as measured by the 2024 California School Dashboard, which indicates a status of “orange” with scores 66.4 points below standard (Level 3), and Math status at the red level, with scores 97.9 points below standard (Level 3). At the district level, the 2024 CA Dashboard shows English learners, long-term English learners, socioeconomically disadvantaged, students with disabilities and homeless student groups performed at a "red" level in ELA. Similarly, at the district level, the 2024 CA Dashboard shows the ALL group, long-term English learners, homeless, and socioeconomically disadvantaged student groups performed at a "red" level in mathematics.<br><br>CUSD believes that serving our students prior to kindergarten will better prepare them for future academic success.<br><br>**Scope:**<br>LEA-wide | | foster youth, and English learners.<br>As a result, we expect to see even greater academic gains among our unduplicated pupils.<br><br>Through this action, we anticipate significant progress among our unduplicated pupils, as demonstrated by pre- and post-school readiness assessments. Specifically, we aim to reduce the achievement gap between these two assessments by one-third for our socioeconomically disadvantaged students, foster youth, and English learners in transitional kindergarten. |
| **1.7** | **Action:**<br>Districtwide Professional Development<br><br>**Need:**<br>After analyzing academic data, local insights, and feedback from educational partners concerning our unduplicated students, it is evident that ensuring equitable access to a comprehensive, standards-aligned curriculum is crucial for enhancing student achievement. | In order to address the specific needs and unique circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we are implementing comprehensive support measures for schools. This includes aligning curriculum with state standards, closely monitoring student progress, and refining curriculum and assessments as necessary. Priority will be given to addressing the academic requirements of English learners, | 1.1 - ELA Dashboard<br>1.2 - Math Dashboard<br>1.3 - ELA SBAC<br>1.4 - Math SBAC<br>1.5 - CAST<br>1.6 - ELA & Math i-Ready<br>1.7 - Universal Screener<br>1.8 - Dashboard ELPI<br>1.9 - ELPAC Level 4 |

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| 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 |
|---|---|---|---|
| | To achieve this goal, it is essential to provide school staff, including teachers and instructional paraprofessionals, with the necessary additional support to effectively teach and engage all students.<br><br>Through surveys and focus groups, both teachers and instructional paraprofessionals have consistently expressed the need for additional support and training, particularly in effectively teaching English learners. With 55.97% of our student population being English learners, which is the highest percentage in Imperial County and among districts of our size in California, it is imperative that our educators continually refine their skills and strategies to facilitate learning for students who are concurrently mastering course content and English proficiency.<br><br>Data further highlights the need for supplemental professional development opportunities related to supporting English learners. Our reclassification rate in 2023-24 was 10.8%, indicating room for improvement. Moreover, only 12.20% of our English learners achieved Proficient (Level 4) scores on the ELPAC summative assessment in the same year. Additionally, our 2024 Dashboard revealed that while 46.9% of our English learners were progressing toward language proficiency, 53.1% were not making sufficient progress in this regard.<br><br>Furthermore, it is essential to recognize that our English learner population is diverse, with | socioeconomically disadvantaged students, and foster youth.<br><br>This action plan emphasizes the provision of additional district-wide professional learning opportunities for all staff across content areas, including integrated and designated English Language Development (ELD) and AVID. These sessions aim to empower staff to incorporate best instructional practices into their lessons, catering specifically to the needs of unduplicated students. Additionally, paraprofessionals will benefit from supplemental professional development opportunities under this initiative. Training will focus on equipping paraprofessionals with effective strategies for delivering small group instruction, with particular emphasis on supporting English learners, foster youth, and socioeconomically disadvantaged students. | 1.10 - Reclassification Rate<br>1.11 - ELPAC Level 3 to 4<br>1.12 - ELPAC Level 4 Reclassification<br>1.13 - Priority 2 Local Indicator: Implementation of State Standards<br>1.14 - Priority 1 Local Indicator: Appropriately Assigned Staff<br><br>This action plan is designed to provide comprehensive professional learning support to instructional staff throughout the LEA, with the expectation that all students will benefit from these initiatives. However, given the notably lower achievement rates of our foster youth, English learners, and socioeconomically disadvantaged students, the focus of these actions and refinements will be specifically tailored to address the needs of these student groups.<br><br>We anticipate that the achievement rates, both in language and content |

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| 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 |
|---|---|---|---|
| | varying linguistic needs and circumstances. Therefore, a one-size-fits-all approach is inadequate, and tailored support and interventions are necessary to meet the individual needs of each English learner.<br><br>**Scope:**<br>LEA-wide | | areas, for our English learners, foster youth, and socioeconomically disadvantaged students will see significant improvements compared to the average literacy, numeracy, and language percentages of our overall student population. Additionally, we aim to reduce the achievement gaps noted in literacy and numeracy by a quarter.<br><br>Furthermore, we anticipate that our targeted interventions, including small group sessions and support classes, will result in a 10% increase in i-Ready scores among the identified student groups. Additionally, we expect to observe progress in the English Learner Progress Indicator, with students transitioning from level 3 to level 4, leading to an increase in reclassification rates. |
| **1.8** | **Action:**<br>Recruitment and Retainment of Staff | To address the specific needs and unique circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, this action aims to provide additional | 1.14 - Priority 1 Local Indicator: Appropriately Assigned Staff |

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| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>After analyzing academic data, local reports, and input from educational partners concerning our unduplicated students, the data for the 2022-2023 school year revealed that approximately 5% of our teaching staff did not possess a clear teaching credential. Instead, they either held preliminary or intern teaching credentials. According to our local reports for the 2022-23 period, 97.89% of our staff were fully credentialed in their respective areas of teaching. However, CUSD recognizes the importance of providing additional support to incoming teachers and those who are still in the process of obtaining their clear teaching credentials.<br><br>**Scope:**<br>LEA-wide | support for retaining fully credentialed and classified applicants. This support includes bolstering our teachers' professional development through supplementary learning opportunities, including their induction programs. Additionally, we will offer enhanced support to our intern teachers to ensure they receive the guidance and resources needed for their professional growth and effectiveness in the classroom. | This action is implemented across the entire Local Educational Agency (LEA), ensuring that all students benefit from ongoing professional learning support for our instructional staff. Our expectation is to observe a 4% increase in the proportion of appropriately assigned staff as indicated in the California Dashboard local indicator under Priority 1. |
| **2.1** | **Action:**<br>Student Access to Technology, Vision and Professional Development<br><br>**Need:**<br>Upon examining academic data, local data, and feedback from educational partners concerning our unduplicated students, it is evident that instructional technology has become a cornerstone of learning over the past three years. Feedback from student and family focus groups highlights a strong appreciation for the use of technology in classrooms to facilitate learning and accelerate academic progress, with the recommendation to highly monitor screen | In order to address the specific needs of our socioeconomically disadvantaged students, foster youth, and English learners, we are committed to enhancing access to technology and optimizing learning tools for all students. This involves refining our professional development efforts related to instructional technology integration. The focus of this action is to provide comprehensive instructional technology training opportunities for both classified and certificated staff across all instructional areas, aimed at better incorporating technology and expanding access for our unduplicated pupils.<br><br>Under this initiative, we will deliver additional professional development sessions to enhance the | 2.5- Instructional Technology Professional Development Training<br><br>This action is implemented across the LEA, with the expectation that all students and classrooms will derive benefits from our ongoing professional development initiatives related to instructional technology for instructional staff. However, as certain components of this professional learning |

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| | time. Parents engaged in ELAC and DELAC meetings consistently emphasize the importance of integrating technology into their children's education and seek opportunities to enhance their own understanding of how to support this learning at home.<br><br>Furthermore, surveys, focus groups, and discussions with staff members have revealed a shared desire among teachers to expand their expertise in effectively integrating technology into lessons. It was recommended to provide teachers with a menu of services for teacher selection. Their focus is on fostering high levels of student engagement and promoting deep thinking, particularly among students who may be struggling academically.<br><br>In addition to addressing the need for computers and connectivity, observations made during various learning walks have highlighted a gap in the development of essential 21st-century competencies among students. There is a notable lack of opportunities for students to engage in activities such as data collection and analysis, experimentation, research, and problem-solving. Local assessment data further underscores that English learners, foster youth, and socio-economically disadvantaged students tend to perform lower on tasks that require advanced thinking skills.<br><br>**Scope:**<br>LEA-wide | technological skills of existing staff members, enabling them to lead and support teachers in integrating technology effectively in the classroom, particularly to benefit socioeconomically disadvantaged students, foster youth, and English learners.<br><br>We will also explore and develop Integrated Instructional Technology Professional Learning programs that delve into the SAMR framework. The SAMR Model, which stands for Substitution, Augmentation, Modification, and Redefinition, serves as a valuable conceptual tool for educators to evaluate technology integration. By focusing on this model, our professional development sessions will aim to increase the effective integration of technology into lessons district-wide, empowering educators to select the most suitable strategies and tools to enhance student learning experiences. | program are tailored to address the academic needs of socioeconomically disadvantaged students, foster youth, and English learners, we anticipate a reduction of ¼ in the achievement gaps identified in English and mathematics. Through targeted training sessions and support, we aim to narrow these gaps and foster greater equity in student outcomes across our diverse student population. We also expect to increase training sessions by 25% (15 to 19 sessions) |

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| **2.2** | **Action:**<br>Technology Equipment, Infrastructure and Systems<br><br>**Need:**<br>After reviewing academic data, local data, and feedback from educational partners regarding our unduplicated students, it has become apparent that there is a need to further expand our wireless capabilities. This expansion is essential to support our ongoing 1:1 initiative and provide network access to high-density and socioeconomically disadvantaged housing areas.<br><br>According to our 2025 California Parent Survey, 33% of parents whose children were on a remote learning schedule indicated that their students worked on schoolwork for an average of 5 days, while 11% indicated 4 days, another 22% indicated 3 days, and 11% indicated only 2 days. This underscores the crucial role of broadband access in facilitating student academic success, particularly in remote learning environments.<br><br>Moreover, teachers across multiple grade levels rely on digital platforms to assign homework, further emphasizing the necessity of broadband access for students' educational needs. Therefore, this action aims to address these challenges by prioritizing initiatives to improve wireless infrastructure and broadband accessibility, ultimately supporting student and family needs for effective remote and digital learning experiences. | To address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we are developing a comprehensive plan to enhance our technological infrastructure. This plan aims to ensure that all students have access to the necessary technology, connectivity, and tools for effective learning and preparation for post-high school endeavors.<br><br>As part of this initiative, the Tech Committee will play a vital role in overseeing the Technology Resource Standards. This committee will be responsible for planning and projecting technology updates to ensure that our infrastructure remains up-to-date and capable of meeting the needs of our student population.<br><br>Through this action, we will prioritize increasing and improving technological equipment to enhance the learning experience for all students. This includes upgrading the district's infrastructure to accommodate the student-to-technology ratio and provide seamless connectivity and access to our unduplicated pupils.<br><br>Furthermore, implementing a robust mobile device management system will enable our staff to efficiently update and make changes as needed without disrupting instructional time. This will ensure that technology remains a valuable tool in the classroom, enhancing the overall educational experience for our students. | 2.1 - Student Devices<br>2.2 - Home Access to Network<br>2.3 - Staff Devices<br><br>This action is being implemented across our entire LEA, with the expectation that all students will benefit from enhanced access to technology, improved connectivity, and integrated lessons focusing on 21st-century competencies. However, given that our plan is specifically designed to address the needs of our socioeconomically disadvantaged students, foster youth, and English learners, we anticipate even greater gains for our unduplicated pupils. We expect students to have access to devices and school networks at home. We also expect teachers to have access to updated devices |

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| | Additionally, a need highlighted during staff educational partner engagement sessions is the necessity for improved systems to manage our technology effectively. These systems will support differentiated and individualized learning, ensuring that all students have access to tailored educational experiences that meet their unique needs.<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>Data Management Systems<br><br>**Need:**<br>After reviewing academic data, local data, and input from educational partners regarding our unduplicated students, it's evident that efforts such as curriculum alignment, unit assessments, and data reflection sessions are underway. However, there's a pressing need to implement database management systems. These systems will streamline the organization and management of educational data, ensuring secure access, integrity, and facilitating tasks like creation, retrieval, and administration. Such systems are crucial to supporting student academic performance effectively.<br><br>Additionally, there's a need to foster a culture of literacy within our educational environment. Preliminary data from our Spring 2024 i-Ready assessment indicates that 53% of our students | In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we are implementing individualized and differentiated support using technology for our unduplicated pupils. This action aims to provide targeted assistance by leveraging technology to monitor student academic progress effectively.<br>Central to this effort is the implementation of a centralized data management system, such as School City. This platform enables teachers to access and analyze data from various sources, including I-Ready, CAASPP, and benchmark assessments. By leveraging this comprehensive data, teachers can tailor interventions specifically to meet the needs of unduplicated students, ensuring personalized support and targeted instruction.<br><br>In addition to data management, we will enhance and improve our library management system. This initiative aims to foster a literacy-rich culture within | 2.4 - Data Management Systems<br><br>This action is being implemented across the entire LEA, and we anticipate that all students will reap the benefits of these enhanced technological advances, individualized learning opportunities, and improved integration of technology into lessons. However, given the greater need for technology and connectivity among our socioeconomically disadvantaged students, along with their lower achievement scores as outlined in Goal 1, we |

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| | are performing at levels two or more grades below their current grade level. This underscores the importance of prioritizing literacy initiatives to address this challenge and enhance student learning outcomes.<br><br>**Scope:**<br>LEA-wide | our schools by providing students with access to a diverse array of culturally sensitive and representative library resources. By expanding access to relevant materials, we aim to further support the academic growth and development of all students, particularly those from underserved backgrounds. | anticipate that these students will experience even more significant advancements. We also expect teachers to have higher usage of our district management system to better support students' needs.<br>By addressing the technological and instructional needs of these students, we aim to foster greater academic growth and success, ultimately narrowing the achievement gap and promoting equity in education across our district. |
| **3.1** | **Action:**<br>Academic and Career Counseling Services<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our unduplicated students, the 2024 CA Dashboard data showed a 93.5% graduation rate for all students. Every student group had increases and gaps were reduced. There is a need to continue working to maintain or improve current rates. Our English learners' rate was 90.8%, indicating a 2.7% gap. Our socioeconomically disadvantaged students had a graduation rate of 93.8%, reflecting no | In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we will enhance our college and career exploration support. Counseling services will be expanded to provide comprehensive academic and career guidance, enabling students to explore various post-secondary options and identify their interests and strengths.<br><br>Additionally, through our collaboration with Orenda and the alignment of guidance practices with our secondary counselors, we will monitor key indicators of our LCAP metrics. These metrics include Pupil Engagement (attendance and | 3.1 - CCI Rate<br><br>This action is being provided on an LEA-wide basis, and we expect that all students will benefit from these additional services and supports. However, due to the lower CCI and A-G rates, we anticipate that our English learners and socioeconomically disadvantaged students will benefit even more |

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| | gap. The 2024 Dashboard also highlighted that only 32.7% of our seniors were considered prepared for college and career. Among English learners, just 13.3% were prepared, showing a 19.4% gap, and 31.1% of socioeconomically disadvantaged seniors were prepared, indicating a 1.6% gap.<br><br>Additionally, the percentage of students meeting the UC/CSU A-G eligibility criteria was examined. In 2024, 31.2% of all seniors met this criterion, while 28.9% of socioeconomically disadvantaged students met the A-G criteria, revealing a 2.3% gap. Only 14% of English learners met the A-G criteria, indicating a 17.2% gap. The CCI data also shows that only 25.6% of students met the CCI via the A-G criteria. Specifically, only 2.9% of English learners and 21% of socioeconomically disadvantaged students met this target.<br><br>An examination of this data indicates that extra support is needed to help students, particularly our unduplicated pupils, develop and complete plans that guide them toward their future goals. In recent years, an analysis of our seniors revealed a need to improve the rates at which students complete a 6-year post-secondary plan.<br><br>**Scope:**<br>LEA-wide | affiliation), Student Outcomes (credits and grades), and Access (UC/CSU course placement), ensuring that students remain on track for successful post-secondary transitions. | significantly. We expect the gaps between our ALL students and unduplicated pupils to reduce by ¼ on both the College and Career Indicator and a ¼ reduction of the gap for students meeting the UC/CSU A-G eligibility criteria. Additionally, we anticipate that the percentage of unduplicated pupils meeting the CCI via A-G will increase by 10% |

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| **3.2** | **Action:**<br>Integrating a College and Career Readiness Culture from Elementary to High School<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our unduplicated students, the data showed that based on the 2024 Dashboard, our CCI indicator showed 32.7% of Calexico Unified seniors at a "Prepared Level." Our student group data for the 2024 CCI Indicator is the following: English learners - 13.3% and socioeconomically disadvantaged - 31.1%.<br><br>Based on the 2024 Data Quest, only 31.2% of Calexico Unified seniors were meeting the A-G requirements (37.1% at Calexico High School and 1.6% at Aurora High School). Our 2024 A-G completion student group data is as follows: English learners - 14% and socioeconomically disadvantaged - 28.9%. Based on the 2024 Data Quest for Calexico High School, 16.8% of Calexico Unified seniors obtained the Seal of Biliteracy compared to 0.8% for Aurora High School. At a district level, 14.1% of seniors obtained the Seal of Biliteracy. Our completion student group data is as follows: English learners - 5.2% and socioeconomically disadvantaged - 14%.<br><br>There is a continued need to build a structured system for developing and monitoring student academic plans from 6th through 12th grade. Analysis of enrollment data shows that English learners, foster youth, and socioeconomically | In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students, foster youth, and English learners, we will enhance our college and career exploration support. Counseling services will be expanded to provide comprehensive academic and career guidance, enabling students to explore various post-secondary options and identify their interests and strengths. Additionally, through our collaboration with Orenda and the alignment of guidance practices with our secondary counselors, we will monitor key indicators of our LCAP metrics. These metrics include Pupil Engagement (attendance and affiliation), Student Outcomes (credits and grades), and Access (UC/CSU course placement), ensuring that students remain on track for successful post-secondary transitions.<br><br>To address these particular needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, staff will work collaboratively with students and families of our unduplicated pupils to implement these individualized middle school to graduation plans for success along with implementation of the California College Guidance Initiative Platform (CCGI). | 3.1 - CCI Rate<br>3.2 - CCI Met Via SBAC<br>3.3 - SBAC ELA Exceeded<br>3.4 - SBAC Math Exceeded<br>3.8 - A-G Requirement<br>3.12 - Seal of Biliteracy<br>3.14 - Priority 7: Course Access Local Indicator<br><br>This action is being provided on an LEA-wide basis, and we expect that all students will benefit from these additional services and supports. However, due to the lower CCI and A-G rates, we anticipate that our English learners, foster youth, and socioeconomically disadvantaged students will benefit even more significantly. This will be evidenced by a reduction of the gaps between our ALL students and unduplicated pupils by 25% on both the College and Career Indicator and the UC/CSU A-G eligibility criteria. We expect that all students will benefit from these college and career learning opportunities, with a particular focus on |

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| | disadvantaged students are disproportionately not enrolled in Advanced Placement (AP) courses and dual enrollment opportunities.<br><br>Our 2024 Synergy Report indicates that 19.3% of CUSD's 11th graders are enrolled in an AP Class (unduplicated count) and 26.73% of CUSD's 12th graders are enrolled in an AP Class (unduplicated count). Of those students in AP courses, 72% passed their AP exam with a score of 3 or higher. CCI data also shows that only 15.1% of students met the CCI via passing two AP tests with a score of three or higher. Only 2.1% of English learners and 12.5% of socioeconomically disadvantaged students met this target.<br><br>**Scope:**<br>LEA-wide | | addressing the lower AP enrollment rates.<br><br>Consequently, we anticipate these opportunities will lead to increased AP enrollment rates among our unduplicated pupils. We aim for a 10% increase in meeting the CCI via AP test for our unduplicated pupils. Lastly, we expect to see a reduction in the gaps in the percentage of Seal of Biliteracy recognitions by 25% per unduplicated pupil group |
| **3.3** | **Action:**<br>Portrait of a Graduate Task Force<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our unduplicated students, the 2024 CA Dashboard data showed a 93.5% graduation rate for all students. Every student group had increases and gaps were reduced. There is a need to continue working to maintain or improve current rates. Our English learners' rate was 90.8%, indicating a 2.7% gap. Our socioeconomically disadvantaged students had a graduation rate of 93.8%, reflecting no gap. The 2024 Dashboard also highlighted | In order to address these particular needs and unique conditions of our socioeconomically disadvantaged students, foster youth, and English learners, we will develop CUSD's vision of a Portrait of a Graduate. CUSD is asking the crucial questions: How can we bridge the gap between high school graduation and what comes next for all students? What equity issues exist and how can they be addressed? This initiative will focus on identifying and fostering the essential 21st-century skills that students need to succeed beyond high school, ensuring that every student is prepared for college, career, and adult life. By focusing on equity, we aim to create opportunities that specifically support our socioeconomically disadvantaged students, foster youth, and English | 3.1 - CCI Rate<br>3.2 - CCI Met Via SBAC<br>3.3 - SBAC ELA Exceeded<br>3.4 - SBAC Math Exceeded<br>3.5 - AP 3 or Higher<br>3.6 - CCI Met Via AP<br>3.7 - Dual Enrollment Participation<br>3.8 - A-G Requirement<br>3.9 - CCI Met Via A-G<br>3.10 - CTE enrolled in Capstone<br>3.11 - CCI Met Via CTE Pathway |

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| | that only 32.7% of our seniors were considered prepared for college and career. Among English learners, just 13.3% were prepared, showing a 19.4% gap, and 31.1% of socioeconomically disadvantaged seniors were prepared, indicating a 1.6% gap.<br><br>Additionally, the percentage of students meeting the UC/CSU A-G eligibility criteria was examined. In 2024, 31.2% of all seniors met this criterion, while 28.9% of socioeconomically disadvantaged students met the A-G criteria, revealing a 2.3% gap. Only 14% of English learners met the A-G criteria, indicating a 17.2% gap. The CCI data also shows that only 25.6% of students met the CCI via the A-G criteria. Specifically, only 2.9% of English learners and 21% of socioeconomically disadvantaged students met this target.<br><br>In today's world, the demands for students are tremendous as they move on to college, career, and adult life. It's no longer enough to just graduate on time with the right academic credentials. Creating a Portrait of a Graduate is at the top of CUSD's agenda. Our Portrait of a Graduate will outline the 21st-century skills that the community of Calexico believes their students should embody and exemplify by graduation.<br><br>**Scope:**<br>LEA-wide | learners, closing the gaps in graduation rates, college and career readiness, and A-G eligibility. Through collaborative efforts involving educators, parents, and community members, we will establish a comprehensive framework that empowers all students to achieve their full potential. | 3.12 - Met A-G and CTE Pathway Completion<br>3.13 - Seal of Biliteracy<br>3.14 - Met CCI Via Leadership Military Science<br>3.15 - Priority 7: Course Access Local Indicator<br><br>This action is being provided on an LEA-wide basis, and we expect that all students will benefit from this vision. However, due to the lower CCI and A-G rates, we anticipate that our English learners, foster youth, and socioeconomically disadvantaged students will benefit even more significantly. We aim to reduce the gaps between our ALL students and unduplicated pupils by 25% on both the College and Career Indicator and the UC/CSU A-G eligibility criteria. By focusing on these targeted supports and ensuring equitable access to resources, we strive to elevate the academic and career readiness of our most |

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| | | | vulnerable student populations. |
| **3.4** | **Action:**<br>CTE and College and Career Services and Opportunities<br><br>**Need:**<br>After analyzing academic data, local data, and feedback from educational partners regarding our unduplicated students, it was revealed that in our 2024 CALPADS data, there were 279 students enrolled in a capstone course, with 90.3% completing a pathway. However, the completion rates for Career Tech Education (CTE) pathways varied among student groups, with English learners (17.2%) and socioeconomically disadvantaged students (74.6%) exhibiting lower completion rates. Monitoring student capstone completion rates and promoting aligned CTE Course Pathways emerged as crucial needs.<br><br>Furthermore, our CCI data from 2024 indicated that only 41.8% of our ALL-student group met the CTE Pathway Completion Avenue for being considered "Prepared" for college and career. Notably, English learners (35.6%) and socioeconomically disadvantaged students (42.2%) lagged behind in meeting this criterion, with scores predominantly falling within Level 2 on the Dashboard. Similarly, a small percentage of students met the Leadership/Military Science Avenue, with all groups scoring in Level 1, indicating the need | In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students, foster youth, and English learners, we are committed to enhancing and expanding our Career and Technical Education (CTE) pathways and Navy courses. By broadening these offerings, we aim to provide our students with diverse career exploration opportunities, enabling them to gain firsthand experience in specialized industries. These actions will be implemented across our entire LEA, ensuring that all students have access to these expanded pathways.<br><br>Furthermore, we will strengthen our partnerships with higher education institutions and increase opportunities for college-going trips and academic exploration. Through these partnerships and initiatives, we seek to expose our students to a wider range of post-secondary options, empowering them to make informed decisions about their future academic and career paths.<br><br>Additionally, we will enhance and expand college-going activities to further support our students in their journey toward higher education and career success. | 3.1 - CCI Rate<br>3.2 - CCI Met Via SBAC<br>3.5 - AP 3 or Higher<br>3.6 - CCI Met Via AP<br>3.7 - Dual Enrollment Participation<br>3.8 - A-G Requirement<br>3.9 - CCI Met Via A-G<br>3.10 - CTE enrolled in Capstone<br>3.11 - CCI Met Via CTE Pathway<br>3.12 - Met A-G and CTE Pathway Completion<br>3.13 - Seal of Biliteracy<br>3.14 - Met CCI Via Leadership Military Science<br>3.15 - Priority 7: Course Access Local Indicator<br><br>This action is being provided on an LEA-wide basis, and we anticipate that all students will benefit from these additional services and supports. However, given the lower College and Career Indicator (CCI) rates, we expect that our English learners and socioeconomically |

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| | for substantial growth to achieve higher Dashboard ratings.<br><br>Moreover, while 12.77% of 11th graders and 8.56% of 12th graders were enrolled in Dual Enrollment courses in 2024, there is a desire to increase these opportunities for our unduplicated pupils, aiming to provide broader access to advanced coursework. These findings underscore the importance of enhancing and expanding Dual Enrollment programs to better serve the needs of our diverse student population.<br><br>**Scope:**<br>LEA-wide | | disadvantaged students will benefit even more significantly. We anticipate a 7.5% growth in the percentage of CTE Completers enrolled in Capstone courses and a 2% increase in the CCI met via CTE pathway completion. Furthermore, we aim to reduce the gaps between all students and unduplicated pupils by ¼ on the CCI met via CTE pathway completion. Moreover, we anticipate increasing the percentage of unduplicated pupils in CTE courses and completing CTE Pathways by at least 10%.<br><br>Additionally, there will be a 2% increase in the CCI met via Leadership/Military Science. Once again, we expect that our English learners and socioeconomically disadvantaged students will benefit even more significantly, as evidenced by the projected reduction of gaps between all students and unduplicated pupils by ¼ on the CCI |

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| | | | met via Leadership/Military Science. These targeted efforts aim to ensure equitable access to career and technical education opportunities for all students, with a particular focus on narrowing achievement gaps among our unduplicated pupil groups. |
| **3.5** | **Action:**<br>Student Credit Recovery and College and Career Assessments<br><br>**Need:**<br>After analyzing academic data, local data, and input from educational partners regarding our unduplicated students, it is evident that additional support is crucial to help these students, particularly our unduplicated pupils, develop comprehensive plans for their future. A detailed examination of first semester grades for the 2024-25 school year at Calexico High School, we observed a slight decrease in the number of “Fs” compared to semester one of the 2023-24 school year (from 2049 to 2032 F’s). Notably, English learners obtained sixty-six percent (66%) of those “F’s”. These trends underscore the pressing need to enhance support mechanisms to ensure that our unduplicated pupils can achieve passing grades of C or better in these critical courses. | In order to address the specific needs and circumstances of our socioeconomically disadvantaged students and English learners, we are committed to providing comprehensive opportunities for all students to successfully complete or recover coursework through alternative means, extending beyond the regular school day or instructional year. Through initiatives such as Cyber High and Subject.com credit recovery programs, students will have access to A-G courses during school hours, after- school sessions, and summer school, ensuring flexibility and support for academic achievement.<br><br>Furthermore, we recognize the importance of increasing access to college-going assessments for socioeconomically disadvantaged students, foster youth, and English learners. To this end, we will facilitate enhanced access to assessments such as the AP, SAT, and CTE certifications, aiming to broaden college and career opportunities for our unduplicated students while alleviating financial burdens for their families. By providing diverse pathways for academic success and | 3.3 - SBAC ELA Exceeded<br>3.4 - SBAC Math Exceeded<br>3.5 - AP 3 or Higher<br>3.6 - CCI Met Via AP<br>3.7 - Dual Enrollment Participation<br>3.8 - A-G Requirement<br>3.9 - CCI Met Via A-G<br>3.10 - CTE enrolled in Capstone<br>3.11 - CCI Met Via CTE Pathway<br>3.12 - Met A-G and CTE Pathway Completion<br>3.15 - Priority 7: Course Access Local Indicator<br><br>This action is being implemented schoolwide across the high schools to ensure that all students have access to alternative opportunities for academic |

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| | Calexico High School students successfully recovered 1,495 semester credits by the end of the first semester of the 2024–25 school year, a significant increase from the 421 credits recovered during the 2023–24 school year.<br>Notably, 9th-grade students benefited from credit recovery opportunities through the Expanded Learning program, resulting in improved academic outcomes. Similarly, Aurora High School students had the opportunity to recover courses during Trimesters 2 and 3. Between August 2024 and May 2025, through the Expanded Learning Program, 734 unique students (grades 9–12) were assigned courses and successfully completed 995 courses, resulting in a total of 4,975 credits recovered.<br><br>These initiatives reflect our commitment to providing comprehensive support to our unduplicated pupils and ensuring their academic success and future prospects.<br><br>**Scope:**<br>Schoolwide | college readiness, we are dedicated to empowering all students to reach their full potential and pursue their educational aspirations. | success. While we anticipate benefits for all students, our primary focus is on supporting unduplicated pupils, particularly those facing challenges such as receiving D/F grades. Unduplicated pupils will receive first priority in accessing these opportunities, including credit recovery programs and college-going assessments. By prioritizing the needs of unduplicated students, we aim to see improvements in their GPAs, higher graduation rates, and a reduction in the achievement gap by a quarter in these areas.<br><br>Through targeted support and expanded resources, we are committed to fostering equitable academic outcomes for all students within our district. |
| **4.1** | **Action:**<br>Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions | In order to respond to the identified needs of our socioeconomically disadvantaged students and English learners, CUSD will prioritize the refinement of behavioral, social-emotional, and mental health support systems. To cultivate a safe | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.4 - Suspension Rate<br>4.5 - Expulsion Rate |

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| | **Need:**<br>After examining academic and local data, along with feedback from educational partners, concerning our unduplicated students, we found concerning trends regarding student discipline and dropout rates. The 2024 California Dashboard data revealed that 3.1% of all student groups were suspended, with English learners (3.6%), socioeconomically disadvantaged students (3.3%), and foster youth (5.4%) experiencing slight gaps compared to the overall rate. However, the suspension rate among long-term English learners (8.7%) was notably higher, with a significant gap indicating the need for targeted support. Dropout data further underscored the necessity for intervention, with the district's high school dropout rate at 5.6%. English learners (7.9%) and homeless (13.2%) had higher dropout rates than the district average, emphasizing the need for additional support to prevent disengagement.<br><br>Educational partners, including staff, parents, and students, unanimously recognized the ongoing need for addressing students' behavioral, social-emotional, and mental health needs to foster a supportive and inclusive learning environment.<br><br>**Scope:**<br>LEA-wide | and supportive learning environment conducive to student well-being, additional support staff will be provided to ensure a welcoming atmosphere.<br><br>Professional development opportunities and resources will be offered to students, parents, and staff, focusing on social-emotional learning to enhance pupil engagement and foster a positive school climate. In alignment with guidance from the Imperial County Office of Education (ICOE), CUSD will strengthen its Positive Behavioral Interventions and Supports (PBIS) Tier 2 framework, implementing targeted behavioral supports and interventions to address suspension disparities and promote inclusive practices. | 4.6 - Graduation Rate<br>4.7 - Dropout Rate<br>4.8 - Middle School Dropout Rate<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br>4.11 - Office Discipline Referrals<br><br>This action is being implemented across the LEA, and we anticipate that all students will benefit from the enhancements and refinements to our behavioral and social-emotional support systems. However, given the heightened behavioral and social-emotional needs of our socioeconomically disadvantaged students, English learners, and foster youth, we expect that our unduplicated pupils will experience even greater benefits.<br><br>Our goal is to reduce suspension gaps by one-third for each unduplicated student group and decrease dropout rate gaps by one- fourth. Through these efforts, we |

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| | | | aim to create a more inclusive and supportive learning environment for all students, particularly those facing additional challenges. |
| **4.2** | **Action:**<br>Attendance and Engagement<br><br>**Need:**<br>After analyzing academic and local data, as well as feedback from educational partners, it has become evident that chronic absenteeism poses a significant concern, particularly among our unduplicated student groups. While 41.1% of K-8 students were identified as chronically absent, our unduplicated pupils demonstrated even higher rates of chronic absenteeism. Specifically, 46% of English learners and 42.5% of socioeconomically disadvantaged students missed 18 or more days of school during the 2023-24 academic year. Notably, the foster youth group had a decrease of 32.2%, from 47.6% to 15.4%.<br><br>This data indicates that our unduplicated pupils experience disproportionately higher rates of chronic absenteeism compared to the general student population. Specifically, our English learners have 4.5% more chronically absent students and socioeconomically disadvantaged students have 1.4% more students who missed 10% or more of the school year. | In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we are enhancing our attendance program and engagement incentives, with a particular focus on supporting chronically absent students. We will continue to promote our Attendance Campaign, which offers site incentives to encourage improved attendance. Students who attend school every day earn a Golden Ticket each week, with schools offering various incentives such as banners, trophies, certificates, door signs, and mid-year and end-of- year raffles with prizes like bikes, televisions, scooters, and board games. This initiative aims to foster a positive school climate and improve attendance rates among unduplicated pupils by promoting engaging activities such as weekly theme days and talent shows, along with additional incentives for attendance and engagement.<br><br>Furthermore, we are enhancing our attendance monitoring and strengthening home- school communication to provide comprehensive support to students, with the ultimate goal of achieving improved attendance and maximizing student engagement. | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.6 - Graduation Rate<br>4.7 - Dropout Rate<br>4.8 - Middle School Dropout Rate<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action is being implemented across the entire LEA, and we anticipate that all chronically absent students will benefit. However, given the higher numbers of unduplicated pupils who are chronically absent and the tailored design and content of the additional supports and interventions, we expect our unduplicated pupils to benefit even more. We anticipate that the chronic absenteeism rates among our unduplicated pupils will decrease at a greater rate |

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| | **Scope:**<br>LEA-wide | In order to enrich the experiences of our unduplicated pupils, we will introduce a range of options for students to choose from, both during and after the regular school day. This initiative will center on offering extended-day enrichment programs for all unduplicated pupils, coordinated with Expanded Learning. Among the offerings will be activities such as MESA, robotics, and competition/assessment preparedness, aimed at fostering a stronger sense of school connectedness among students. | compared to our overall student group, resulting in a reduction of the gap by at least one-third. |
| **4.3** | **Action:**<br>Extended Day Enrichment Opportunities<br><br>**Need:**<br>After analyzing academic and local data, as well as gathering input from educational partners regarding our unduplicated students, Calexico has increased the number of students attending the after-school program. Despite this increase, we continue to face a challenge in providing sufficient enrichment opportunities for secondary students. Moreover, many of these opportunities are financially inaccessible for a significant portion of our families. Recognizing the importance of offering a diverse range of opportunities to students to enhance their sense of connectedness and purpose, CUSD has committed to expanding enrichment options. Through collaborative efforts with educational partners, priority was given to activities that were most frequently requested and believed to have the greatest impact on student achievement and engagement. These | In order to enrich the experiences of our unduplicated pupils, we will introduce a range of options for students to choose from, both during and after the regular school day. This initiative will center on offering extended-day enrichment programs for all unduplicated pupils, coordinated with Expanded Learning. Among the offerings will be activities such as MESA, robotics, and competition/assessment preparedness, aimed at fostering a stronger sense of school connectedness among students. | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action is being implemented across our entire LEA, and we anticipate that all students will reap the rewards of these diverse learning opportunities. However, we are particularly optimistic about the benefits for our unduplicated pupils. Notably, almost all participants in our extended-day programs are unduplicated pupils. Furthermore, the new offerings were specifically chosen based on requests |

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| | selected activities form the basis of our student engagement goal.<br><br>The results of the 2025 California Healthy Kids Survey (CHKS) further underscore the need for increased opportunities for meaningful student participation. The survey revealed that only a fraction of students across various grade levels reported having such opportunities. For instance, 27% of seventh graders, 25% of ninth graders. 28% of eleventh graders and non-traditional school students expressed feeling they have opportunities for meaningful participation. The numbers were slightly higher for English learner students, but still relatively low. While there are no significant gaps between student groups, the fact that approximately one-fourth of our students feel they lack meaningful participation opportunities prompts us to reassess and expand our offerings to ensure all students have access to enriching experiences.<br><br>**Scope:**<br>LEA-wide | | from unduplicated pupils and their parents. We anticipate a 25% increase in enrollment for unduplicated students in extended-day activities.<br><br>Additionally, we expect that scores related to school connectedness and opportunities for meaningful participation, as measured by the California Healthy Kids Survey, will increase by 4% as a result of these initiatives. |
| **4.4** | **Action:**<br>Athletic Opportunities to Strengthen School Connectedness<br><br>**Need:**<br>After analyzing academic and local data, as well as input from our educational partners, it's evident that there's a shortage of enrichment opportunities for students in Calexico. | In order to enrich the experiences of our unduplicated pupils, CUSD is dedicated to providing a wide range of choices both within and beyond the regular school day. This initiative centers on enhancing facilities and expanding athletic opportunities for secondary students to promote a sense of belonging and connection to their school. Our approach involves several strategies aimed at improving facilities for safety | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action, designed to enrich learning experiences through |

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| | Moreover, some of these activities are financially inaccessible for many families. To address this gap, CUSD is committed to offering a diverse range of opportunities aimed at fostering student connectedness, agency, and purpose. Through collaboration with students, families, and educational partners, we've identified key areas for enhancement that we believe will significantly impact student achievement and engagement. These activities have been integrated into our student engagement goal.<br><br>Data from the 2025 California Healthy Kids Survey (CHKS) revealed that only a small percentage of students reported having opportunities for meaningful participation. For instance, only 27% of seventh graders felt they had such opportunities, with slightly higher percentages among English learner students. Similarly, percentages for 9th (25%) and 11th graders were low ( 28%), indicating a need for expanded opportunities across all grade levels. Additionally, our 2024-25 Panorama data indicates low levels of a sense of belonging among students in both elementary and secondary grades.<br><br>In response to these findings, CUSD is prioritizing the development and implementation of enrichment programs that cater to the diverse needs and interests of our student population. These initiatives aim to enhance student engagement, cultivate a sense of belonging, and provide experiences that students may not have otherwise | and inclusivity, offering a diverse array of sports options, establishing intramural leagues catering to all skill levels, and supporting competitive interscholastic teams to cultivate school spirit and community pride.<br><br>Key components of this action plan include upgrading facilities to ensure they meet safety standards and are accessible to all students. Additionally, we aim to diversify our sports offerings to accommodate varying interests and abilities, providing opportunities for students to explore new activities and develop their skills. Introducing intramural leagues will further encourage participation by providing a supportive and inclusive environment where students can engage in friendly competition and teamwork.<br><br>Furthermore, our Expanded Day program will play a vital role in enhancing athletic and sports opportunities outside of regular school hours. By collaborating with CUSD's Expanded Learning Program, we will expand access to intramural sports and other physical activities, promoting students' physical health and overall well-being while strengthening their sense of connection to the school community.<br><br>Through these efforts, we aspire to create a vibrant and inclusive school environment where all students feel valued, engaged, and empowered to participate in activities that contribute to their personal growth and development. | expanded opportunities, is intended to benefit all students across the LEA. However, our unduplicated pupils are anticipated to derive the greatest advantages. Nearly all participants in our extended-day programs are unduplicated pupils, underscoring their significant involvement in these initiatives. Moreover, the introduction of new offerings was informed by input from unduplicated pupils and their parents, ensuring that the enhancements cater to their specific needs and preferences.<br><br>We anticipate a substantial increase of 25% in extended-day enrollment among our unduplicated students, reflecting the heightened appeal and relevance of these expanded opportunities. Additionally, we expect notable improvements in school connectedness scores and opportunities for meaningful participation, as measured |

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| | encountered. Through these efforts, we are striving to ensure that all students feel valued, supported, and connected to their school community.<br><br>**Scope:**<br>LEA-wide | | by the California Healthy Kids Survey. Specifically, we anticipate a 4% increase in these metrics, signifying enhanced engagement and a stronger sense of belonging among our unduplicated pupils.<br><br>Furthermore, our efforts are projected to yield significant improvements in students' sense of belonging, as evidenced by Panorama survey data. We anticipate a 4% increase in sense of belonging scores among 3rd-5th graders and a 5% increase among 6th-12th graders. These improvements reflect our commitment to fostering a supportive and inclusive school environment where all students feel valued and connected.<br>In summary, while all students stand to benefit from these enriched learning experiences, our unduplicated pupils are expected to experience the most pronounced positive outcomes, |

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| | | | including increased participation, improved school connectedness, and enhanced sense of belonging. |
| **4.5** | **Action:**<br>Enhancing Student Engagement Through Music Program<br><br>**Need:**<br>After conducting a thorough review of academic data, local insights, and feedback from educational partners, it's evident that there's a notable lack of enrichment opportunities for students in Calexico. Furthermore, some of the existing opportunities are financially inaccessible for many families within our district. Recognizing the importance of providing a diverse range of experiences to enhance student connectedness, agency, and purpose, CUSD is committed to expanding enrichment offerings that cater to the needs and interests of all students.<br><br>In collaboration with educational partners, district staff prioritized various enrichment activities that were suggested by students and families. These activities were selected based on their potential to positively impact student achievement, engagement, and overall educational experience. By incorporating these activities into our student engagement goal, we aim to broaden the horizons of our students and provide them with experiences | To ensure that our unduplicated pupils have access to enriched experiences, we are implementing a range of options within and beyond the regular school day. This initiative prioritizes the expansion of music and arts education programs to provide students with diverse opportunities for creative expression and skill development. Specifically, we will enhance our elementary and secondary school music programs by investing in instruments, equipment, and uniforms as needed.<br><br>This action encompasses a comprehensive approach to supporting various music ensembles and performance groups across our high schools, including Jazz, Choir, Mariachi, Estudiantina, Drumline, Choreography: Modern Dance, and Folkloric Dance. By providing funding and resources to sustain and grow these programs, we aim to foster a vibrant arts community within our schools and empower students to explore their passions and talents in music and the arts. | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action is implemented across our entire Local Education Agency (LEA), ensuring that all students have access to enriched musical learning experiences. While we anticipate that all students will benefit from these opportunities, we particularly expect our unduplicated pupils to reap significant benefits. By expanding music education programs, we aim to enhance school connectedness and increase opportunities for meaningful participation among all students.<br><br>Through this initiative, we anticipate that school connectedness scores will |

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| | that they may not have otherwise encountered.<br><br>The results from the 2025 California Healthy Kids Survey underscore the need for enhanced opportunities for meaningful participation among students. While some students reported having such opportunities, the percentages remain relatively low across grade levels. Despite the absence of significant gaps, the fact that only about a quarter of our students feel they have meaningful participation opportunities necessitates a reevaluation of our approach to student engagement.<br><br>In response to these findings, CUSD is committed to expanding and diversifying enrichment opportunities for all students, with a particular focus on increasing participation and engagement among underserved student groups. By doing so, we aim to create a more inclusive and enriching educational experience for all students in Calexico.<br><br>**Scope:**<br>LEA-wide | | increase by 4%, as measured by the California Healthy Kids Survey. By providing diverse and engaging musical experiences, we seek to foster a sense of belonging and engagement among our students, ultimately contributing to their overall well-being and academic success. |
| **4.6** | **Action:**<br>Mobile Library/Media Services to Promote Student Engagement<br><br>**Need:**<br>After reviewing academic data, local statistics, and input from educational partners regarding our unduplicated students, it became apparent | To enhance the experiences of our unduplicated pupils, we will offer a diverse range of options for students to choose from, both during and outside of regular school hours. Our primary focus will be on enriching library experiences, incorporating maker spaces to provide engaging activities. | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action is being implemented across the |

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| | that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement, engagement, and overall experience. These activities were subsequently incorporated into our student engagement goal.<br><br>Results from the 2025 California Healthy Kids Survey (CHKS) showed that 27% of seventh graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 7th grade English learner students stated the same. 25% of CUSD 9th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 9th grade English learner students stated the same.<br><br>28% of CUSD 11th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 11th grade English learner students stated the same. Although there are no gaps, the fact that on average 1/4 of our students feel they | These activities will encompass author presentations, access to maker spaces, provision of materials and supplies for thematic activities linked to literature, and collaborative projects. | entire LEA, and we anticipate that all students will derive benefits from these diverse learning experiences. However, we anticipate that our unduplicated pupils will derive the greatest benefits. We anticipate that school connectedness scores and opportunities for meaningful participation, as measured by the California Healthy Kids Survey, will increase by 4%. |

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| | have opportunities for meaningful participation was cause for CUSD to reflect on what expanded opportunities could be provided to all students.<br><br>**Scope:**<br>LEA-wide | | |
| **4.7** | **Action:**<br>Summer School<br><br>**Need:**<br>After reviewing academic data, local statistics, and input from educational partners regarding our unduplicated students, it became apparent that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement, engagement, and overall experience. These activities were subsequently incorporated into our student engagement goal.<br><br>Results from the 2025 California Healthy Kids Survey (CHKS) showed that 27% of seventh graders stated that it was very much | To enrich the experiences of our unduplicated pupils, we will provide a range of options for students to choose from during and beyond regular school hours. Specifically, we will concentrate on offering supplementary learning programs during the summer for unduplicated pupils. These programs aim to reinforce mastery of core subjects, offer enrichment activities, and facilitate credit recovery opportunities at the high school level. | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.6 - Graduation Rate<br>4.7 - Dropout Rate<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action is being implemented across the entire LEA, and we anticipate that all students will reap the rewards of these diverse learning opportunities. However, our unduplicated pupils are poised to benefit the most. We anticipate a 5% increase in school connectedness scores and opportunities for meaningful participation, as per the California Healthy Kids Survey. Furthermore, we expect to see notable improvements in high school graduation rates, with a projected |

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| | true/pretty much true that they have opportunities for meaningful participation. 30% of 7th grade English learner students stated the same. 25% of CUSD 9th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 9th grade English learner students stated the same.<br><br>28% of CUSD 11th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 11th grade English learner students stated the same. Although there are no gaps, the fact that on average 1/4 of our students feel they have opportunities for meaningful participation was cause for CUSD to reflect on what expanded opportunities could be provided to all students.<br><br>**Scope:**<br>LEA-wide | | increase of 4% for English learners and 3% for socioeconomically disadvantaged students. |
| **4.8** | **Action:**<br>Student Leadership<br><br>**Need:**<br>After reviewing academic data, local statistics, and input from educational partners regarding our unduplicated students, it became apparent that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance | In order to provide our unduplicated pupils with enhanced experiences, we will offer a diverse range of options both during and after the school day. Specifically, we will introduce leadership workshops aimed at expanding and honing the leadership skills of our unduplicated students.<br><br>Through these workshops, students will have the chance to explore various facets of leadership and develop essential skills in this area. | Metrics<br>4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action will be implemented across our entire Local Education Agency (LEA), ensuring that all students have access to leadership |

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| | their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement, engagement, and overall experience. These activities were subsequently incorporated into our student engagement goal.<br><br>Results from the 2025 California Healthy Kids Survey (CHKS) showed that 27% of seventh graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 7th grade English learner students stated the same. 25% of CUSD 9th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 9th grade English learner students stated the same. 28% of CUSD 11th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 11th grade English learner students stated the same. Although there are no gaps, the fact that on average 1/4 of our students feel they have opportunities for meaningful participation was cause for CUSD to reflect on what expanded opportunities could be provided to all students.<br><br>**Scope:**<br>LEA-wide | | experiences. While we anticipate benefits for all students, we believe that our unduplicated pupils will derive the greatest advantages. We anticipate that measures such as school connectedness scores and opportunities for meaningful participation, as assessed by the California Healthy Kids Survey, will increase by approximately 4% due to the implementation of these leadership experiences. |

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| **4.9** | **Action:**<br>District Community Day School and Independent Study<br><br>**Need:**<br>Although Calexico Unified School District (CUSD) remains committed to offering alternative educational options for at-risk students, such as our community day school and independent study programs, an enrollment review for the 2024–25 school year has led to necessary adjustments. Due to continued low enrollment, CUSD will not open the community day school, Pinnacle Hall, in the Fall of 2025. Instead, students undergoing the expulsion process will be enrolled at Calexico Academy, the County-run alternative education program located in Calexico. Additionally, the Independent Study program was not offered in 2024-25 and will not be offered beginning the Fall 2025 due to a further decline in student interest and enrollment. The district will continue to monitor enrollment trends and student needs to determine the feasibility of reinstating these alternative options in future years.<br><br>**Scope:**<br>LEA-wide | In order to address the needs of our unduplicated pupils, we will explore other educational options such as home instruction and the county community day school located in Calexico. These alternatives aim to provide continued academic and behavioral support with the goal of helping students successfully transition back into a regular school setting in the following school year. | 4.5 - Expulsion Rate<br>4.5 - Graduation Rate<br>4.6 - Dropout Rate<br><br>This action will no longer be provided in the 2024–25 school year. The district remains committed to evaluating and identifying viable alternatives that meet the educational and support needs of our most vulnerable students. |
| **4.10** | **Action:**<br>Migrant Activities and Incentives<br><br>**Need:**<br>After reviewing academic data, local statistics, and input from educational partners regarding | In order to provide enhanced experiences for our unduplicated pupils, we will offer a variety of choices within and outside our school day. This action will primarily focus on providing activities and incentives to increase participation and improve academic outcomes in the Migrant | 4.6 - Graduation Rate<br>4.7 - Dropout Rate<br>4.8 - Middle School Dropout Rate<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey |

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| | our unduplicated students, it became apparent that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement, engagement, and overall experience. These activities were subsequently incorporated into our student engagement goal.<br><br>Results from the 2025 California Healthy Kids Survey (CHKS) showed that 27% of seventh graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 7th grade English learner students stated the same. 25% of CUSD 9th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 9th grade English learner students stated the same. 28% of CUSD 11th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 30% of 11th grade English learner students stated the same. Although there are no gaps, the fact that on average 1/4 of our students feel they | extended day services, speech and debate team practices, and the credit recovery learning hub. These services will be tailored to unduplicated pupils in the Migrant Education program, which comprises 70% English learners. | This action is being provided on an LEA-wide basis, and we anticipate that all students will benefit from this learning experience. However, we expect that our unduplicated pupils will benefit the most. We anticipate that school connectedness scores and opportunities for meaningful participation, as measured by the California Healthy Kids Survey, will increase by 4%. |

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| | have opportunities for meaningful participation was cause for CUSD to reflect on what expanded opportunities could be provided to all students.<br><br>**Scope:**<br>LEA-wide | | |
| **4.11** | **Action:**<br>Family Resource Center Services, Activities and Case Management<br><br>**Need:**<br>After reviewing academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's evident that our unduplicated families, particularly those who are socioeconomically disadvantaged, encounter challenges in accessing auxiliary support services located in other cities. Transportation emerges as a significant barrier. While we have operated a Family Resource Center for some time, recent data highlights a growing demand among our families for a centralized hub to address their social-emotional and mental health needs—a 'one-stop shop,' so to speak.<br><br>**Scope:**<br>LEA-wide | In order to meet the pressing needs of our socioeconomically disadvantaged, foster, and homeless students, Calexico Unified School District is enhancing its Family Resource Center (FRC) by introducing a range of programs and services. These offerings encompass parenting classes, behavioral health services, support for teen pregnancy, nutrition education, access to social services, family therapy, and streamlined referrals to external agencies. | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.6 - Graduation Rate<br>4.7 - Dropout Rate<br>4.8 - Middle School Dropout Rate<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br><br>This action is being provided on an LEA-wide basis. While we anticipate benefits for all students, we recognize that socioeconomically disadvantaged students and families may derive greater value due to the chronic stresses associated with poverty. Therefore, we expect these groups to benefit even more from the expanded services at the Family Resource Center (FRC). We project a 10% increase in the utilization |

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| | | | of FRC services for each unduplicated student group. |
| **5.1** | **Action:**<br>Parent Advisory Committees<br><br>**Need:**<br>After reviewing academic and local data, as well as input from educational partners regarding our unduplicated students, it's clear that increasing parent engagement is essential. In 2025, CUSD conducted the California Parent Survey, with 1,1111 parents participating. While approximately 17% of parents serve on school committees, 56% reported being highly involved in supporting their child's education. However, there's room for improvement in fostering active parental participation, as only 54% strongly agreed that the school encourages parent involvement, and 48% felt that their input was actively sought for important decisions. Our 2024 Self-Reflection Tool for Parent Engagement indicated a score of 3, highlighting the need to enhance our efforts in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. In 2025, that score went from a 3 to a 5. There is room for improvement in the district's progress in creating welcoming environments for all families in the community (score of 3) and in implementing policies or programs for teachers to meet with families and students to discuss student progress and | In order to effectively address this need, CUSD aims to bolster parent and family engagement while also fostering parent leadership to bolster student learning and success. Specifically targeting parent involvement among our English learners, foster youth, and socioeconomically disadvantaged students, we intend to tailor activities to meet their unique needs. This action will entail enhancing training and support for all parent advisory committees. | 5.1 - CPS Responses<br><br>This action will be provided district-wide, benefiting all students. However, we anticipate that families of unduplicated pupils will derive even greater benefits. Training will be tailored to meet the specific needs of English learners and socioeconomically disadvantaged students' families, addressing content, timing, and location. We anticipate a 5% increase in our scores on the California Parent Survey related to parent engagement and involvement, with a goal of increasing parent participation on school committees to 15% by the end of year 3.<br><br>Furthermore, we aim to achieve an average score higher than 3 on the state-developed Parent |

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| | ways to work together to support improved student outcomes (score of 3).<br><br>**Scope:**<br>LEA-wide | | Engagement Reflection Tool (Priority Three). |
| **5.2** | **Action:**<br>Parent Incentives<br><br>**Need:**<br>After analyzing academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's evident that enhancing parent engagement is necessary. In 2025, CUSD conducted the California Parent Survey, with 1,111 parents participating. While only about 17% of parents serve on school committees, a significant 56% expressed high involvement in supporting their child's education. Furthermore, 54% strongly agreed that the school encourages parental engagement, and 48% felt that schools actively seek their input in important decisions.<br><br>**Scope:**<br>LEA-wide | To address this need and increase parent involvement, especially among our English learners, foster youth, and socio-economically disadvantaged students, we will implement additional measures for training, recruitment, and resource allocation. This action plan includes offering additional incentives to parents to encourage and support heightened family engagement and participation. | 5.1 - CPS Responses<br>5.2 - CPS Parental Involvement<br><br>This action will be provided district-wide, benefiting all students. However, we anticipate that families of unduplicated pupils will derive even greater benefits. Training will be tailored to meet the specific needs of English learners and socioeconomically disadvantaged students' families, addressing content, timing, and location. We anticipate a 5% increase in our scores on the California Parent Survey related to parent engagement and involvement, with a goal of increasing parent participation on school committees to 15% by the end of year 3. |

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| | | | Furthermore, we aim to achieve an average score higher than 3 on the state-developed Parent Engagement Reflection Tool (Priority Three). |
| **5.3** | **Action:**<br>Parent Trainings/Workshop and Institutes<br><br>**Need:**<br>After examining academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's evident that there's a need to boost parent engagement. In 2025, CUSD conducted the California Parent Survey, with 1,111 parents participating. While around 17% of parents currently serve on a school committee, a significant 56% expressed high involvement in supporting their child's education. Moreover, 54% strongly agreed that our schools foster an environment encouraging parental engagement, with 48% expressing that schools actively seek their input in critical decision-making processes.<br><br>**Scope:**<br>LEA-wide | In order to address this need, we will enhance our Parent Leadership Institute across various domains, aiding parents in reinforcing the home-school nexus and equipping families to engage in pivotal decision-making at schools. Guided by site-level surveys, schools will broaden training sessions covering topics in high demand. These sessions will encompass academic, behavioral, social-emotional, and college readiness themes, tailored to families' preferences. Lastly, to bolster parent involvement and foster a welcoming environment, we'll sustain funding for a Parent Center at the Family Resource Center. | 5.3 - Priority 3: Self-Reflection Tool<br>5.4 - Parent Trainings<br><br>This action is being implemented across the LEA, and we anticipate that all students will derive benefits from these parental services. Nonetheless, we believe that families of unduplicated pupils stand to gain even more. This is attributed to the tailored design of training sessions, considering the specific needs of families of English learners and socioeconomically disadvantaged students in terms of content, timing,<br><br>and location. We anticipate a 5% increase in our scores on the California Parent Survey concerning parent engagement and |

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| | | | involvement. Additionally, we expect an average of 500 parents to participate in training sessions, institutes, workshops, or conferences annually. |
| **5.4** | **Action:**<br>Community Schools<br><br>**Need:**<br>After reviewing academic data, local insights, and feedback from educational partners regarding our unduplicated students, our local Panorama Survey for the 2024-25 academic year revealed that only 58% of parents expressed confidence in their ability to connect with other parents. This underscores the necessity to offer training and facilitate parent networking to bolster parental involvement and assist in fostering student learning.<br><br>Specifically, there's a need to focus on areas such as literacy development, mathematics, parenting techniques, technology integration, behavior management, and social-emotional learning. Our 2024 Self- Reflection Tool for Parent Engagement indicated a score of 3, highlighting the need to enhance our efforts in building the capacity of and supporting family members to effectively engage in advisory groups and decision- making. In 2025, that score went from a 3 to a 5. There is room for improvement in the district's progress in creating welcoming environments for all families in the community (score of 3) and in | To address this need, we will implement strategies to support community schools within our education system. This approach involves providing wraparound services, fostering stronger partnerships with the local community, addressing the diverse needs of students, and enhancing educational outcomes. | 5.1 - CPS Responses<br>5.2 - CPS Parental Involvement<br>5.3 - Priority 3: Self-Reflection Tool<br>5.4 - Parent Trainings<br><br>This action will be implemented district-wide, aiming to benefit all students. However, we anticipate that families of unduplicated pupils will derive even greater benefits. This tailored approach in designing training sessions, considering the needs of English learners and socioeconomically disadvantaged students, will foster increased parent networking. We anticipate a 5% increase in scores on the California Parent Survey regarding parent engagement and involvement. Additionally, we aim for an average |

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| | implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes (score of 3).<br><br>**Scope:**<br>LEA-wide | | rating higher than 3 on the state-developed Parent Engagement Reflection Tool (Priority Three). |
| **5.5** | **Action:**<br>Communication<br><br>**Need:**<br>After conducting a comprehensive review of academic data, local data, and input from educational partners regarding our unduplicated students, it has become evident that we must enhance parent engagement. In 2025, CUSD administered the California Parent Survey, which received responses from 1,111 parents. The survey revealed that only 63% of parents reported feeling positively about communication with the school, indicating a need to improve school-to-home communication using various modalities.<br><br>Educational partners have consistently advocated for increased and diversified methods for school staff to communicate with families. During presentations of our 2025 Self-Reflection Tool for Parent Engagement, parents re-emphasized the necessity of establishing two-way communication channels, such as messaging systems, between parents and school staff to facilitate timely and transparent interactions. | In order to address this need, we will ramp up parent-school communication by utilizing a variety of channels such as Remind/Parent Square, social media platforms, newsletters, and distributing flyers. Through these diverse forms of contact, we aim to ensure that parents are well-informed and actively engaged in school activities. This action will bolster our efforts to enhance communication methods across the entire school district. | 5.2 - CPS Parental Involvement<br>5.3 - Priority 3: Self-Reflection Tool<br><br>This action is being implemented district-wide, and we anticipate that all students will reap the benefits of these communication tools. However, we anticipate that families of unduplicated pupils will particularly benefit from having an open line of communication. We anticipate a 5% increase in parents reporting “strongly agree” or “very well” to topics related to communication about school. Additionally, we expect our average score on the state-developed Parent Engagement Reflection Tool (Priority |

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| | **Scope:**<br>LEA-wide | | Three) to rise to a rating higher than 3. |
| **6.1** | **Action:**<br>School Safety<br><br>**Need:**<br>After analyzing academic data, local statistics, and input from educational partners regarding our unduplicated students, the findings from the 2025 California Healthy Kids Survey revealed concerning trends regarding students' perceptions of school safety. Specifically, 72% of fifth graders perceived their school as safe, compared to only 56% of seventh graders. This perception declined further in higher grades, with only 49% of ninth graders and 56% of eleventh graders reporting that they felt safe at school. Notably, non-traditional students showed a 16% increase in their perception of school safety, rising from 53% to 69%.<br><br>Moreover, a troubling trend emerged over time: from 2017 to 2025, there was a noticeable decrease in perceived school safety among unduplicated students. Specifically, there was a 14% decrease among seventh graders (from 70% to 56%), a 15% decrease among ninth graders (from 64% to 49%), and a 5% decrease among eleventh graders (from 61% to 56%). | To address this pressing need, we are committed to enhancing school safety, with a particular focus on the well-being of our English learners, foster youth, and socioeconomically disadvantaged students. This action plan revolves around ongoing meetings aimed at reviewing, identifying, and proposing solutions to bolster student safety and address any safety-related concerns. Through a combination of professional development, training initiatives, procurement of necessary equipment, and other safety services, we aim to create a secure environment conducive to learning.<br><br>These efforts will be supported by regular district-wide safety meetings, which will include participation from school representatives and community agency educational partners such as the Fire Department and Police Department. This collaborative approach ensures that a diverse range of perspectives are considered, facilitating the development of comprehensive solutions.<br><br>Moreover, these meetings will serve as platforms for generating solution-oriented suggestions to enhance our preparedness for potential emergency situations, including initiatives to improve school facilities. | 6.1 - FIT Tool<br>6.2 - CPS Facilities<br>6.3 - CPS Safety<br>6.5 - CHKS Safety<br><br>This action will be implemented across our entire LEA, ensuring that all students reap the benefits. However, given the disproportionately higher rates of chronic absenteeism among our English learners and socioeconomically disadvantaged students, we anticipate that these groups will experience even greater benefits. Our goal is to narrow the chronic absenteeism gap for each unduplicated pupil group by at least one-third.<br><br>Furthermore, we aim to achieve a 5% increase in the number of parents who strongly agree that their child's school is safe. Additionally, we strive for a 5% increase in the perceptions of safety |

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| | **Scope:**<br>LEA-wide | | among our English learner and socioeconomically disadvantaged students, as measured by the California Healthy Kids Survey.<br><br>Lastly, we are committed to ensuring that 98% of our schools are ranked as either Good or Exemplary, reflecting our dedication to providing a safe and conducive learning environment for all students. |
| **6.2** | **Action:**<br>Safety and Supervision<br><br>**Need:**<br>After examining academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's evident that closely monitoring school safety is imperative. Calexico, situated in southern California along the United States/Mexico border, faces unique safety challenges due to its proximity to Mexicali, Mexico, and its role as a drug trafficking corridor. With one elementary school just blocks from the border and others within one to two miles, ensuring safety is paramount. | To address the safety needs of our English learners, socioeconomically disadvantaged students, and foster youth, we are implementing comprehensive improvements to campus safety protocols and infrastructure. These enhancements aim to instill a sense of security for all students.<br><br>Our approach includes upgrading our emergency management system, Catapult, and implementing a visitor identification system to enhance real-time communication and student accountability during emergencies. These systems will also bolster school security by regulating access to campus facilities. Additionally, we are deploying radios to facilitate seamless communication among support staff, ensuring comprehensive supervision and safety measures. | 6.3 - CPS Safety<br>6.5 - CHKS Safety<br><br>This action is implemented district-wide, aiming to benefit all students. However, given the notably higher rates of chronic absenteeism among our English learners and socioeconomically disadvantaged students, we anticipate that these groups will experience even greater benefits. We aim to narrow the chronic absenteeism gap for each |

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| | Drug and human trafficking pose significant risks, with vulnerable socioeconomically disadvantaged students often targeted. Concerns about safety extend to the school environment, as reflected in survey data showing declining perceptions of safety among students, particularly in higher grades. A 14% decrease in perceived safety among 7th graders from 2017 to 2024 underscores the urgency of addressing these issues.<br><br>Feeling safe at school is crucial for academic success and student well-being, as affirmed by research linking safety to higher achievement and engagement. Chronic absenteeism is a major concern, with unduplicated pupil groups showing higher rates. For instance, 46% of English learners and 42.5% of socioeconomically disadvantaged students were chronically absent in the 2023-24 school year.<br><br>Traffic congestion exacerbates safety challenges, especially along Highway 98, which intersects schools and lacks crossing guards. Parents consistently advocate for additional crossing guards to improve safety, reflecting the community's concern. The 2025 Healthy Kids Survey revealed that 81% of 5th graders feel safe traveling to and from school, highlighting the need for action.<br>In response, we will prioritize ongoing safety monitoring and implement measures to enhance school safety comprehensively. This initiative aims to address safety concerns, improve perceptions of safety among students, | Furthermore, the installation of cameras will bolster student safety by monitoring campus activity before, during, and after school hours. Given the shift to closed campuses due to safety concerns outside school premises, we have expanded our campus supervision team. This includes over 85 Student Support Assistants (SSAs), many of whom are CUSD parents. These SSAs undergo specialized Crisis Prevention Institute (CPI) training to effectively manage and de-escalate crisis situations.<br><br>Moreover, additional campus proctors, custodians, grounds staff, and a Director of Safety have been hired to further bolster campus supervision and safety efforts. These staff members also receive CPI training to ensure they are equipped to handle various safety scenarios effectively.<br><br>To address safety concerns related to student commutes, we continue to provide additional crossing guards to facilitate safe passage to and from school. Our crossing guards are equipped with protective gear, including visible vests, umbrellas, hats, signage, and whistles, to enhance visibility and ensure the safety of all students. | unduplicated pupil group by at least one-third.<br><br>Furthermore, we expect to see a 5% increase in the number of parents who strongly agree that their child's school is a safe environment. Additionally, we anticipate a 5% increase in the perceptions of safety among our English learner and socioeconomically disadvantaged students, as measured by the California Healthy Kids Survey.<br><br>Moreover, we believe that our socioeconomically disadvantaged students, English learners, and migrant students (a subgroup of our English learners) will derive the most significant benefits from these safety enhancements. |

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| | and foster an environment conducive to learning and well-being for all.<br><br>**Scope:**<br>LEA-wide | | |
| **6.3** | **Action:**<br>Outdoor Safety and Learning Environments<br><br>**Need:**<br>After reviewing academic and local data, along with input from educational partners, it's evident that safety concerns around all CUSD schools have led to the closure of campuses. Incidents such as Border Patrol chases near or on school grounds have contributed to this decision. Additionally, the limited park spaces in Calexico have become unsafe due to the congregation of homeless individuals, leading to drug availability and trafficking incidents.<br><br>Families have consistently expressed the need for more extended day and summer programs for their children. Currently, our extended day program is at full capacity, with unduplicated pupils given first priority. Nearly all participants in our extended day programs are unduplicated pupils. As funding for our Expanded Learning program increases, we aim to expand our afterschool offerings further.<br><br>Expanding these programs necessitates maximizing available learning spaces, both indoors and outdoors. However, our campuses have limited large spaces to accommodate large student groups. Educational partners | To address the specific needs, circumstances, and unique conditions faced by our socioeconomically disadvantaged students and English learners, we will implement measures to enhance our school facilities. This action aims to increase and repair the number of shade structures at each school site to mitigate student heat exhaustion, overheating, and other heat-related conditions, particularly for students participating in our after-school program, which comprises nearly 100% unduplicated pupils.<br><br>Furthermore, we will work to expand our outdoor learning environment to accommodate extended day, enrichment, and extracurricular activities by maintaining our outdoor seating and playgrounds. Given the challenging combination of extreme heat and poverty, we have prioritized the installation of additional hydration stations across our campuses. It's crucial that our students have access to free, cool water before, during, and after school, as well as during our extended day programs. | 6.1 - FIT Tool<br>6.2 - CPS Facilities<br><br>This action will be implemented across the LEA, and we anticipate that all students will benefit from the enhanced facilities. However, given that nearly 100% of our after-school participants are unduplicated pupils, we expect that our socioeconomically disadvantaged students and English learners will derive even greater benefits.<br><br>We anticipate a minimum 15% increase in after-school enrollment for our unduplicated pupils during the 2025-26 school year. Furthermore, we expect that the installation of hydration stations will benefit all students. This will be evaluated through parent satisfaction surveys |

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| | and advisory committees have repeatedly requested additional shade structures, playgrounds, and hydration stations for students.<br><br>It's essential to note that Calexico's climate is characterized by extreme heat, particularly from April through September, with temperatures often exceeding 115 degrees Fahrenheit during the summer months. Triple-digit temperatures persist for five months of the year. Consequently, there is a pressing need within our parent community to install more hydration stations, as highlighted in every LCAP parent forum.<br><br>**Scope:**<br>LEA-wide | | and input gathered during meetings. |
| **6.4** | **Action:**<br>Transportation<br><br>**Need:**<br>After reviewing academic data, local statistics, and input from educational partners concerning our unduplicated students, it was evident that in the 2024-25 academic year, 88.68% of our students were socioeconomically disadvantaged, resulting in 100% eligibility for free/reduced lunch.<br><br>According to the latest California Dashboard data from 2024, 41.1% of our K-8 students were classified as chronically absent. Notably, our unduplicated pupils exhibited even higher rates of chronic absenteeism: 46% of English | In order to address the specific needs and circumstances of our foster youth, socioeconomically disadvantaged students and English learners, we will enhance our transportation services. Currently, over 95% of our students who receive transportation services are unduplicated pupils.<br><br>These services will ensure that students can attend school regularly and also participate in extended day and extracurricular activities. | 6.5 - CHKS Safety<br><br>This action is implemented district-wide, aiming to benefit all students through increased transportation services.<br><br>However, given that over 95% of our transportation recipients are unduplicated pupils, we anticipate greater benefits for our foster youth, socioeconomically disadvantaged students and English learners. We |

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| | learners and 42.5% of socioeconomically disadvantaged student groups missed 18 or more days of school during the 2023-24 academic year. Notably, the foster youth group had a decrease of 32.2%, from 47.6% to 15.4%.<br><br>This data indicates that our unduplicated pupils experience disproportionately higher rates of chronic absenteeism compared to the general student population. Specifically, our English learners have 4.5% more chronically absent students and socioeconomically disadvantaged students have 1.4% more students who missed 10% or more of the school year.<br>Additionally, based on the 2024 California Healthy Kids Survey, 81% of 5th graders reported feeling safe on their way to and from school.<br><br>**Scope:**<br>LEA-wide | | expect a significant reduction in chronic absenteeism rates among unduplicated pupils, surpassing the improvement rate of the entire student body, thereby narrowing the gap by at least 1/3.<br><br>Additionally, we anticipate a 5% increase in the perception of student safety while traveling to and from school. |
| **6.5** | **Action:**<br>Health Services<br><br>**Need:**<br>After reviewing academic data, local insights, and input from educational partners regarding our unduplicated students, it's evident that our families face significant health challenges, including high rates of asthma, diabetes, obesity, and hypertension, among others. | In order to address the specific needs, circumstances, and unique conditions faced by our unduplicated pupils, we will implement measures to provide students with appropriate healthcare services and enhance their physical well-being through support and education. | 6.4 - CPS Health<br>6.6 - CHKS Health<br><br>This action will be implemented across the entire LEA, and we anticipate that all students will benefit from these services. However, given the heightened health needs of our socioeconomically |

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| | According to the 2025 California Healthy Kids Survey, there was a significant increase in the percentage of students across various grade levels reporting absences due to illness, with breathing problems and dental issues cited as common contributing factors.<br><br>Imperial County ranks poorly in various health and wellness measures, standing at or near the bottom in terms of overall health factors such as physical environment, social and economic factors, health behaviors, and clinical care. The county has notably high rates of diabetes, with the highest diabetes death rates in the United States. Obesity prevalence is also a growing concern, with both adults and children in Imperial County experiencing higher rates compared to the statewide average. These health issues pose significant risks, including coronary heart disease, type 2 diabetes, cancer, hypertension, stroke, respiratory problems like asthma, and overall poor health status.<br><br>According to the latest California Physical Fitness Test (PFT) in 2018, a substantial percentage of fifth, seventh, and ninth graders in the Calexico Unified School District scored in the "Needs Improvement - Health Risk" category, indicating areas for health improvement.<br><br>**Scope:**<br>LEA-wide | | disadvantaged students and foster youth, we expect them to experience a more significant impact. We anticipate that these services will lead to a 10% reduction in the reasons for absence due to illness among our unduplicated pupils. |

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## *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.

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| **1.4** | **Action:**<br>Language Acquisition and English Language Support<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our English Learner student group, the data showed that only 17% of our students are meeting or exceeding in the 2024 ELA SBAC, with English learners at 7.33% and long-term English learners at 4.55%. Only 17.23% of our students are meeting or exceeding in the 2024 Mathematics SBAC with English learners at 6.44% and long-term English learners at 1.64%.<br><br>Our 2024 CA School Dashboard status for English Learner Progress is Green with 46.9% making progress towards English language proficiency. An analysis of our 2024 DataQuest English learner (EL) data shows that 10.5% of our English learners are considered at-risk of becoming long-term English learners (LTELs). These students have been enrolled in US schools for four or five years and scored at the Intermediate level or below on the language proficiency assessment.<br><br>Also, 15% of our English learners are considered long-term English learners | In order to address these unique needs and particular conditions of our English learners we have hired an additional EL Coordinator with the 15% add-on funding to assist in servicing English learners' needs. We will be providing school sites with comprehensive support for English Learners (ELs) and aligning goals as indicated by the EL Learner Roadmap addresses the critical need for tailored educational strategies that enhance EL students' academic success.<br><br>This action ensures that all EL students receive designated English Language Development (ELD) instruction, which focuses on building their language proficiency systematically. Ongoing professional development in integrated and designated ELD, along with instructional strategies, equips educators with the necessary skills to effectively teach ELs and meet their diverse needs. Curriculum planning and alignment of ELD standards ensure consistency and coherence in instruction across the district. Progress monitoring allows for the regular assessment of EL students' advancement, enabling timely interventions and support.<br><br>Additionally, offering a dual immersion program not only aids in bilingual language development but also fosters cultural appreciation and inclusivity. These activities collectively ensure that EL students receive comprehensive and | 1.3 - ELA SBAC<br>1.4 - Math SBAC<br>1.5 - CAST<br>1.6 - ELA & Math i-Ready<br>1.7 - Universal Screener<br>1.8 - Dashboard ELPI<br>1.9 - ELPAC Level 4<br>1.10 - Reclassification Rate<br>1.11 - ELPAC Level 3 to 4<br>1.12 - ELPAC Level 4 Reclassification<br><br>This action is being provided to help decrease the gap between English learners and the general student population with regard to achievement rates. We also expect English learner progress in the English Learner Progress Indicator, move from level 3 to 4, and increase the reclassification rates.<br><br>We expect that our reclassification rates for students who obtain a level 4 in the ELPAC will |

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| | (LTELs). Students who are classified as LTELs have been enrolled in US schools for six or more school years and have remained at the same English language proficiency level for two or more consecutive years, or have regressed to a lower English language proficiency level. Teachers have expressed a desire to receive additional training to meet these various sub-groups' linguistic and instructional needs.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | consistent support, promoting equitable educational outcomes across the district. | increase by 5.5%, our English learner Progress Indicator (ELPI) will increase by 7% and 5% more of our English learners will score at level 4 on the ELPAC. Lastly, we expect to reduce our LTEL and at-risk of being LTEL percentages by at least 1/3. We will also open Dual Language Immersion (DLI) classrooms in TK and Kindergarten to increase language acquisition.<br><br>English learners and long-term English learners that have the achievement gaps noted in Action 1.1 metrics in literacy, numeracy and language will decrease by a ¼ gap reduction, as measured by the I-Ready and SBAC. |
| **1.5** | **Action:**<br>Long Term English Learners Language Acquisition Supports<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our English Learner student group, the data showed that only 17% of our students are meeting or | In order to address these unique needs and particular conditions of our English learners we have hired an additional EL Coordinator with the 15% add-on funding to assist in servicing English learners' needs.<br><br>There is a need to continue working on professional development on the ELD standards and Integrated/Designated ELD strategies to | 1.3 - ELA SBAC<br>1.4 - Math SBAC<br>1.5 - CAST<br>1.6 - ELA & Math i-Ready<br>1.7 - Universal Screener<br>1.8 - Dashboard ELPI<br>1.9 - ELPAC Level 4<br>1.10 - Reclassification Rate |

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| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | exceeding in the 2024 ELA SBAC, with English learners at 7.33% and long-term English learners at 4.55%. Only 17.23% of our students are meeting or exceeding in the 2024 Mathematics SBAC with English learners at 6.44% and long-term English learners at 1.64%.<br><br>Our 2024 CA School Dashboard status for English Learner Progress is Green with 46.9% making progress towards English language proficiency. An analysis of our 2024 DataQuest English learner (EL) data shows that 10.5% of our English learners are considered at-risk of becoming long-term English learners (LTELs). These students have been enrolled in US schools for four or five years and scored at the Intermediate level or below on the language proficiency assessment.<br><br>Also, 15% of our English learners are considered long-term English learners (LTELs). Students who are classified as LTELs have been enrolled in US schools for six or more school years and have remained at the same English language proficiency level for two or more consecutive years, or have regressed to a lower English language proficiency level. Teachers have expressed a desire to receive additional training to meet these various sub-groups' linguistic and instructional needs.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | address our English learners needs. We also need to offer extensive assistance to schools to support long-term English learners and English learners with an overall ELPAC Level 3 with the aim of increasing reclassification progress including professional development, case management, and progress monitoring, and equipping them with the resources necessary for successful reclassification. | 1.11 - ELPAC Level 3 to 4<br>1.12 - ELPAC Level 4 Reclassification<br><br>This action is being provided to help decrease the gap between English learners and the general student population with regard to achievement rates. We also expect English learner progress in the English Learner Progress Indicator, move from level 3 to 4, and increase the reclassification rates. We expect that our reclassification rates for students who obtain a level 4 in the ELPAC will increase by 5.5%, our English learner Progress Indicator (ELPI) will increase by 7% and 5% more of our English learners will score at level 4 on the ELPAC.<br><br>English learners and long-term English learners that have the achievement gaps noted in Action 1.1 metrics in literacy, numeracy and language will decrease by a ¼ gap |

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| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | reduction, as measured by the I-Ready and SBAC. Lastly, we expect to reduce our LTEL and at-risk of being LTEL percentages by at least 1/3. Schools performing in "red" level on the English Learner Progress Indicator (ELPI) will obtain "orange" or higher. (Calexico High School and Kennedy Gardens Elementary School). |
| **1.6** | **Action:**<br>Foster and Homeless Student Academic Progress Monitoring<br><br>**Need:**<br>After a review of academic data, local data, and educational partner input for our foster youth student group, the data showed that only 17% of our students are meeting or exceeding in the 2024 ELA SBAC, with, homeless group scoring at 15.06%. Only 17.23% of our students are meeting or exceeding in the 2024 Mathematics SBAC with the homeless group scoring at 10.11%. In the 2024 ELA Dashboard our ALL-student group scored 66.4 points below standard.<br><br>Academic achievement gaps exist for all three of our unduplicated pupil groups. Our foster youth scored 55.3 points below standard (no gap) and our homeless student group scored | In order to address these unique needs and particular conditions of our foster youth and homeless student group, our Foster/Homeless Facilitators and Director of the Community School will oversee the academic progress of foster/homeless students through the "Individual Academic Support Plan." Each student will collaborate with the facilitators to devise the plan and establish a "SMART" goal. These plans will be documented in synergy, with follow-up meetings scheduled three times a year to monitor goal implementation and attainment. | 1.1 - ELA Dashboard<br>1.2 - Math Dashboard<br>1.3 - ELA SBAC<br>1.4 - Math SBAC<br>1.5 - CAST<br>1.6 - ELA & Math i-Ready<br>1.7 - Universal Screener<br>1.8 - Dashboard ELPI<br>1.9 - ELPAC Level 4<br>1.10 - Reclassification Rate<br>1.11 - ELPAC Level 3 to 4<br>1.12 - ELPAC Level 4 Reclassification<br><br>This action is being provided to help decrease the gap between youth in foster care and the general student population with regard to achievement |

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| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 91.4 points below standard (85-point gap). In mathematics, we saw similar trends. According to the 2024 Math Dashboard, our foster youth scored 92 points below standard (no gap) and our homeless student group scored 118.2 points below standard (20.3-point gap).<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | rates. Due to the needs of our foster youth and homeless students, and because the actions and refinements are focused on these students' needs, we expect that the achievement rates for foster youth and homeless students will increase significantly more than in previous years.<br><br>Additionally, we expect the achievement gaps noted in Action 1.1 metrics in English, mathematics, and science will decrease by a ¼ gap reduction in the CAASPP and CAST tests. Similarly, for students with achievement gaps noted in Action 1.1 metrics in literacy, numeracy, and language, we expect a ¼ gap reduction as measured by the I-Ready assessments. We also expect English learner progress in the English Learner Progress Indicator, move from level 3 to 4, and increase the reclassification rates. |

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| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **4.12** | **Action:**<br>Foster/Homeless Youth Services<br><br>**Need:**<br>After reviewing academic data, local data, and educational partner input for our foster youth student group, the 2025 Healthy Kids Survey revealed that 70% of 5th graders, 50% of 7th graders, 50% of 9th graders,51% of 11th graders, and 57% of NT students felt connected to school. Furthermore, only 37% of 5th graders, 27% of 7th graders, 25% of 9th graders, 28% of 11th graders, and 28% of NT students felt they had meaningful participation in school, with foster and homeless students particularly disconnected.<br><br>In the 2024 ELA Dashboard, our ALL-student group scored 66.4 points below standard. Significant academic achievement gaps exist for homeless youth: homeless students scored 91.4 points below standard (a 25-point gap). Notably, foster youth scored 55.3 points below standard (no gap). Mathematics showed similar trends. According to the 2024 Math Dashboard, our ALL-student group scored 97.9 points below standard, with homeless students scoring 118.2 points below standard (a 20.3-point gap). Foster youth scoring 92 points below standard (no gap).<br><br>The 2024 CA Dashboard indicates that 15.4% of foster youth (no gap) and 53.8% of homeless students (-12.7% gap) were chronically absent. Suspension rates were 5.4% for foster youth (-2.3% gap) and 5.7% for | In order to address these unique needs and particular conditions of our foster youth and homeless student group our Foster/Homeless Facilitators and the Director of the Community Schools will supervise foster and homeless students' attendance and behavior, develop individual academic support plans with each student to establish SMART goals, and monitor their progress. These plans will be documented in synergy, with follow-up meetings scheduled three times a year to monitor goal implementation and attainment. | 4.1 - Attendance Rate<br>4.2 - ADA Rate<br>4.3 - Chronic Absenteeism<br>4.4 - Suspension Rate<br>4.6 - Graduation Rate<br>4.7 - Dropout Rate<br>4.8 - Middle School Dropout Rate<br>4.9 - Health Kids Survey<br>4.10 - Panorama Survey<br>4.11 - Office Discipline Referrals<br><br>This action is being implemented to help decrease the gap between youth in foster care and the general student population regarding attendance, school discipline rates, and participation in social-emotional supports.<br><br>Due to the specific needs of our foster youth and the targeted actions and refinements, we expect the achievement rates for foster youth students to increase significantly more than in previous years.<br><br>Additionally, we anticipate a 25% reduction in the achievement gaps in |

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| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | homeless students (-2.6% gap). Data from 2024 DataQuest shows the homeless student group had the highest dropout rate at 13.2%.<br><br>Notably, during the 2024–25 school year, we had 16 enrolled foster youth students who collectively accumulated only 1 office discipline referral by May 2025. To maintain this positive trend, we must continue providing consistent case management and targeted support.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | suspension and chronic absenteeism rates on the CA Dashboard. |

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

N/A

## Additional Concentration Grant Funding

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

All CUSD schools continue to have an enrollment of unduplicated students that is greater than 55%. All conditions and recommendations set last school year still apply this year. In January 2022, the District initially planned to use the additional concentration grant add-on funds to support all schools by funding a combined total of fifty-two credentialed and classified positions. These funds were intended to increase the number of certificated and classified staff to provide direct services to all students. This involved converting existing temporary positions, which were funded with one-time funds, to permanent positions to ensure their availability after the temporary funds were exhausted. Additionally, the District analyzed other needs and considered positions that would address the academic, behavioral, social-emotional, mental, and physical needs of all unduplicated pupils.

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Our 2024 California Dashboard data showed a 93.5% graduation rate for all students. The graduation rate for English learners was 90.8%, reflecting a 2.7% gap. The rate for socioeconomically disadvantaged students was 93.8%, showing no gap. The 2024 Dashboard also highlighted that only 32.7% of our seniors were considered prepared for college and career. Among English learners, just 13.3% were prepared, showing a 19.4% gap, and 31.1% of socioeconomically disadvantaged seniors were prepared, indicating a 1.6% gap. Furthermore, the percentage of students meeting the UC/CSU A-G eligibility criteria was examined. In 2024, 31.2% of all seniors met this criterion, while 28.9% of socioeconomically disadvantaged students met the A-G criteria, revealing a 2.3% gap. Only 14% of English learners met the A-G criteria, indicating a 17.2% gap. The CCI data also shows that only 25.6% of students met the CCI via the A-G criteria. Specifically, only 2.9% of English learners and 21% of socioeconomically disadvantaged students met this target.

To address these particular needs and unique conditions of our unduplicated students, we continue to fund three additional secondary counselors (Action 3.1). Based on the 2024 California School Dashboard, all student groups experienced an increase in graduation rates. The ALL student group had a 12.3 percentage point increase, rising from 81.2% to 93.5%. The graduation rate for socioeconomically disadvantaged students increased from 79.9% to 93.8% (+13.9%), students with disabilities increased from 87.5% to 91.2% (+3.7%), homeless students increased from 73.3% to 85.7% (+12.4%), and Hispanic students increased from 81.1% to 93.4% (+12.3%). English learners saw the greatest improvement, with an increase from 75.1% to 90.8% (+15.7%).

We continue to maintain a 1:1 technology ratio. During educational partner meetings and advisory meetings, local families have consistently requested additional technology support for both schools and families. To address the particular needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we have been developing a plan to enhance our technological infrastructure. This will ensure that all students have the technology, connectivity, and tools necessary for learning and preparing for the world beyond high school. We continue to fund two technology support specialists who provide additional support districtwide. These specialists ensure that students have increased and improved access to technology and the optimal tools for learning (Action 2.1).

In 2024, CUSD administered the California Parent Survey, and only 48% of parents strongly agreed that their child's school was a safe place. In 2025, this figure increased to 55%. Additionally, parents participating in educational partner meetings cited the need for increased supervision. In 2025, CUSD issued the California Healthy Kids Survey to students in grades 5, 7, 9, 11, and NT. The results indicated that 72% of fifth graders perceived their school as safe, and 56% of 7th graders felt they attended a safe school. However, the perception of safety remained lower at the high school level, with 49% of 9th graders and 56% of 11th graders considering their school safe. We are also observing a trend where, over time, our unduplicated pupils feel less safe in schools. From 2017 to 2025, our California Healthy Kids Survey results showed a 14% decrease in the 7th grade (from 70% to 56%), a 15% decrease in the 9th grade (from 64% to 49%), and a 5% decrease in the 11th grade (from 61% to 56%) regarding perceptions of school safety among our unduplicated students. To address these needs and conditions for our English learners, socioeconomically disadvantaged students, and foster youth at a districtwide level, we continue to fund a Director of Safety and a safety office assistant (Action 6.2).

Goal 1 focuses on enhancing Tier 1 instruction and improving the targeted interventions provided to CUSD students. After a review of academic data, local data, and educational partner input for our unduplicated students, the 2024 Dashboard data showed the following needs in our unduplicated pupil population (92.42% of our entire student population). In English Language Arts, our ALL student group scored 66.4 points below the standard. Academic achievement gaps exist for all three of our unduplicated pupil groups. Our English learners scored 95.3 points below the standard (a 28.9-point gap). Our long-term English learners scored 132.8 points below the standard (a 66.4-point gap) and

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socioeconomically disadvantaged students scored 72.1 points below the standard (a 5.7- point gap). Our students with disabilities scored 132.1 points below the standard in ELA (a 65.7-point gap). Our homeless student group scored 91.4 points below the standard (a 25-point gap). These literacy/language gaps are also reflected in our formative assessments (I- Ready and Unit Assessments).

In mathematics, we observed similar trends. According to the 2024 Dashboard, our ALL student group scored 97.9 points below standard. Academic achievement gaps exist for all three of our unduplicated pupil groups in mathematics as well. Our English learners scored 113.9 points below standard (a 16- point gap). Our long-term English learners scored 175.1 points below standard (a 77.2-point gap) socioeconomically disadvantaged students scored 101.6 points below standard (a 3.7-point gap). Our students with disabilities scored 147 points below standard (a 49.1-point gap). Our homeless student group scored 118.2 points below standard (a 20.3- point gap). These mathematical gaps are also reflected in our i-Ready formative assessments.

In the 2024 SBAC, every student group included in our metrics, with the exception of the students with disabilities group, experienced a slight decrease in meeting or exceeding the ELA standards compared to the 2023-24 school year. The ALL group saw a decrease of 0.68% (from 28.25% to 27.57%) and the English learners group decreased by 1.87% (from 9.20% to 7.33%). New metrics were added for our long-term English learner group, showing a decrease of 2.51% (from 7.06% to 4.55%). The socioeconomically disadvantaged group decreased by 0.69% (from 26.11% to 25.42%), the students with disabilities group increased by 0.8% (from 5.85% to 6.65%), the homeless group decreased by 2.55% (from 17.61% to 15.06%) and our Hispanic group decreased by 0.62% (from 28.20% to 27.58%). Through the 2023-24 i-Ready reading diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 14% to 15% and "early on grade level" stayed at 14%. We also reduced the number of students categorized as "2 grade levels below" from 17% to 14%. Despite the increases in ELA, we still face gaps. In 2024-25 preliminary i-Ready data, we observed an 11% increase in Reading "mid or above grade level" from Fall to Spring (5% to 16%).

While 27.57% of our ALL student group met/exceeded standards on the ELA, only 7.33% of our English learners did (a 20.2% gap), and 25.42% of our socioeconomically disadvantaged students did (a 2.15% gap). At the district level, the 2024 CA Dashboard shows English learners, long-term English learners, socioeconomically disadvantaged, students with disabilities and homeless student groups performed at a "red" level in ELA. Blanche Charles Elementary had homeless and students with disabilities in the “red” category. Jefferson Elementary had the ALL group, English learners, Hispanic, and socioeconomically disadvantaged student groups in the “red”. Kennedy Gardens Elementary had the following groups in the "red" category: ALL, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Rockwood Elementary had the ALL student group, Hispanic, and socioeconomically disadvantaged in “red”. Similarly, both junior high schools had student groups in red. Cesar Chavez Elementary, Dool Elementary and Mains Elementary had no group in “red”. Enrique Camarena Jr. High had the following groups in the "red" category: English learners, long-term English learners, socioeconomically disadvantaged, and students with disabilities. William Moreno Jr. High had homeless, long-term English learners, students with disabilities groups in “red”. Calexico High School had English learners and long-term English learners in “red”, while Aurora High School was not provided with performance colors due to low numbers.

Similarly, in the 2024 SBAC, several of our student groups included in our metrics, with the exception of the English learners, long-term English learners and homeless groups, experienced an increase in meeting or exceeding the mathematics standards compared to the 2023-24 school year. The ALL group saw a small increase of 0.3% (from 16.93% to 17.23%), the socioeconomically disadvantaged group increased by 0.48% (from 15.49% to 15.97%), the students with disability group increased by 3.22% (from 4.22% to 7.44%), and our Hispanic group increased by 0.33% (from 16.86% to 17.19%). Our English learner group had a decrease of 0.65% (from 7.09% to 6.44%),

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our long-term English learner group had a decrease of 0.44% (from 2.08% to 1.64%), and our homeless group had a decrease of 0.37% (from 10.48% to 10.11%). Despite the increases in mathematics, we still face gaps. Through i-Ready 2023-24 mathematics diagnostic assessment, we observed an increase in students placing in “mid or above grade level” from 9% to 11% and “early on grade level" remained the same at 14%. We also reduced the number of students categorized as "three or more grade levels below" from 29% to 21%. In 2024-25 i-Ready preliminary mathematics data, we observed a 11% increase in the Math “mid or above grade level” from Fall to Spring (2% to 13%).

Whereas 17.23% of our ALL student group met or exceeded standards in mathematics, only 6.44% of our English learners did (a 10.79% gap), 15.97% of our socioeconomically disadvantaged students did (a 1.26% gap), and 7.44% of our students with disabilities did (a 9.79% gap). At the district level, the 2024 CA Dashboard shows the ALL group, long-term English learners, homeless, and socioeconomically disadvantaged student groups performed at a "red" level in mathematics.

At the site level, Blanche Charles Elementary has homeless and students with disabilities in the “red” category. Dool Elementary only had the students with disabilities in “red”. Kennedy Gardens Elementary had the following groups in the "red" category: ALL, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities. Rockwood Elementary only had the homeless group in “red”. William Moreno Jr. High and Enrique Camarena Junior High both had long-term English learners in “red”. Cesar Chavez Elementary, Jefferson Elementary and Mains Elementary had no group in “red”. Enrique Camarena Jr. High School, additionally, had long-term English learners and students with disabilities in the "red" category. Calexico High School had the ALL group, Hispanic, long-term English learners and socioeconomically disadvantaged student groups in “red”, while Aurora High School was not provided with performance colors due to low numbers.

When disaggregating the mathematics data by grade level, we noticed the grade levels that saw the greatest gains were fourth grade, which increased by 2.89% (from 17.88% to 20.77%), fifth grade, which increased by 2.57% (from 11.74% to 14.31%), sixth grade, which increased by 1.54% (from 16.54% to 18.08%) and eighth grade, which increased by 0.87% (from 19.41% to 120.28%). The following grade levels had a decline in mathematics; third grade (-2.57%), seventh grade (-0.18%), and eleventh grade (-2.82%).

To address the specific needs and unique conditions of our English learners, foster youth, and socioeconomically disadvantaged students, we will refine our multi-tiered system of support (MTSS) and enhance our literacy program aimed at achieving grade-level reading for all students. We are enhancing our MTSS for our unduplicated pupils with the support of an additional Coordinator of Academics and an MTSS Coordinator. These positions are funded using the 15% add-on (Actions 1.1 and 4.1). All literacy and MTSS interventions are designed to reduce academic gaps and accelerate learning. Additionally, we are supplementing our students' opportunities with instructional assistants and supplementary materials funded by the 15% add-on. We are funding twenty-one (21) instructional assistants who will support all elementary school sites and facilitate small group instruction specifically for English learners, foster youth, and socioeconomically disadvantaged students (Action 1.3). To further address the unique needs and conditions of our English learners, we will refine our system to improve the quality of first-time instruction (Tier 1). This enhanced support system will provide additional curriculum and English learner support to all teachers districtwide. We have hired an additional English Learner Coordinator and English Learner Specialist (Action 1.1)

Calexico has limited enrichment opportunities for students. Additionally, some of these opportunities are cost-prohibitive for many of our families. CUSD strives to provide a broad array of opportunities to students to increase student connectedness, agency, and purpose. Results from the 2025 California Healthy Kids Survey (CHKS) showed that 25% of CUSD 9th graders stated it was very much true or pretty much true that they have opportunities for meaningful participation, while 30% of 9th grade English learner students stated the same.

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Similarly, 28% of CUSD 11th graders overall felt they had opportunities for meaningful participation, and 30% of 11th grade English learner students agreed. Our Panorama 2024-25 Spring report showed that 33% of our secondary students felt engaged and 40% felt a sense of belonging. These data prompted CUSD to reflect on what expanded opportunities could be provided to all students.

To provide our unduplicated pupils with enhanced experiences, we will offer a variety of choices for students both within and outside our school day. Our high school will enhance its athletic/sports opportunities to support students' physical health, strengthen school connectedness, and engage them in intramural sports. As a result of this, and after further analysis, the high school is expanding its sports program to increase student engagement. We will continue to fund an athletic director (Action 4.4) to oversee this program and ensure our unduplicated students have access to sports using the 15% add-on.

| **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 | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

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# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $87,488,125.00 | $37,355,544.00 | 42.698% | 0.000% | 42.698% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $37,355,544.00 | $5,170,417.00 | $0.00 | $252,168.00 | $42,778,129.00 | $35,309,675.00 | $7,468,454.00 |

| 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 | Curriculum: Implementation and Planning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $2,694,678.00 | $53,521.00 | $2,716,678.00 | | | $31,521.00 | $2,748,199.00 | |
| 1 | 1.2 | Literacy and Academic Interventions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $368,250.00 | $336,729.00 | | | $31,521.00 | $368,250.00 | |
| 1 | 1.3 | Instructional Aides and Materials | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $818,035.00 | $0.00 | $818,035.00 | | | | $818,035.00 | |
| 1 | 1.4 | Language Acquisition and English Language Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $988,881.00 | $24,084.00 | $1,012,965.00 | | | | $1,012,965.00 | |
| 1 | 1.5 | Long Term English Learners Language Acquisition Supports | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $2,000.00 | $6,000.00 | $8,000.00 | | | | $8,000.00 | |
| 1 | 1.6 | Foster and Homeless Student Academic Progress Monitoring | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | | $3,000.00 | $34,021.00 | $5,500.00 | | | $31,521.00 | $37,021.00 | |

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| 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 | 1.7 | Districtwide Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $29,758.00 | $66,521.00 | $64,758.00 | | | $31,521.00 | $96,279.00 | |
| 1 | 1.8 | Recruitment and Retainment of Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $92,754.00 | $92,754.00 | | | | $92,754.00 | |
| 2 | 2.1 | Student Access to Technology, Vision and Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,891,919.00 | $0.00 | $3,891,919.00 | | | | $3,891,919.00 | |
| 2 | 2.2 | Technology Equipment, Infrastructure and Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $2,773,122.00 | $2,773,122.00 | | | | $2,773,122.00 | |
| 2 | 2.3 | Data Management Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $159,801.00 | $159,801.00 | | | | $159,801.00 | |
| 3 | 3.1 | Academic and Career Counseling Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,683,997.00 | $10,000.00 | $3,693,997.00 | | | | $3,693,997.00 | |
| 3 | 3.2 | Integrating a College and Career Readiness Culture from Elementary to High School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $12,000.00 | $38,521.00 | $19,000.00 | | | $31,521.00 | $50,521.00 | |
| 3 | 3.3 | Portrait of a Graduate Task Force | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $10,000.00 | $5,000.00 | $15,000.00 | | | | $15,000.00 | |
| 3 | 3.4 | CTE and College and Career Services and Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,584,466.00 | $448,029.00 | $4,000,974.00 | | | $31,521.00 | $4,032,495.00 | |
| 3 | 3.5 | Student Credit Recovery and College and Career Assessments | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Calexico High School and Aurora High School 9th-12th | | $8,315.00 | $87,000.00 | $95,315.00 | | | | $95,315.00 | |

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| 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 | 4.1 | Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $5,127,448.00 | $192,167.00 | $5,319,615.00 | | | | $5,319,615.00 | |
| 4 | 4.2 | Attendance and Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $1,784,807.00 | $284,481.00 | $2,037,767.00 | | | $31,521.00 | $2,069,288.00 | |
| 4 | 4.3 | Extended Day Enrichment Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $44,274.00 | $0.00 | $44,274.00 | | | | $44,274.00 | |
| 4 | 4.4 | Athletic Opportunities to Strengthen School Connectedness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $460,142.00 | $735,123.00 | $1,195,265.00 | | | | $1,195,265.00 | |
| 4 | 4.5 | Enhancing Student Engagement Through Music Program | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $595,408.00 | $91,955.00 | $687,363.00 | | | | $687,363.00 | |
| 4 | 4.6 | Mobile Library/Media Services to Promote Student Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $817,535.00 | $15,500.00 | $833,035.00 | | | | $833,035.00 | |
| 4 | 4.7 | Summer School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $20,000.00 | $10,000.00 | $30,000.00 | | | | $30,000.00 | |
| 4 | 4.8 | Student Leadership | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $14,000.00 | $14,000.00 | | | | $14,000.00 | |
| 4 | 4.9 | District Community Day School and Independent Study | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 4 | 4.10 | Migrant Activities and Incentives | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $1,650.00 | $1,650.00 | | | | $1,650.00 | |
| 4 | 4.11 | Family Resource Center Services, Activities and Case Management | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $1,409,611.00 | $13,000.00 | $1,422,611.00 | | | | $1,422,611.00 | |

Board Approved 6-26-25

| 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 | 4.12 | Foster/Homeless Youth Services | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | | $36,000.00 | $5,000.00 | $41,000.00 | | | | $41,000.00 | |
| 5 | 5.1 | Parent Advisory Committees | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $4,749.00 | $4,749.00 | | | | $4,749.00 | |
| 5 | 5.2 | Parent Incentives | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $46,455.00 | $46,455.00 | | | | $46,455.00 | |
| 5 | 5.3 | Parent Trainings/Workshop and Institutes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $845.00 | $58,155.00 | $59,000.00 | | | | $59,000.00 | |
| 5 | 5.4 | Community Schools | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,000.00 | $27,000.00 | $30,000.00 | | | | $30,000.00 | |
| 5 | 5.5 | Communication | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $69,000.00 | $69,000.00 | | | | $69,000.00 | |
| 6 | 6.1 | School Safety | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $6,000.00 | $105,979.00 | $111,979.00 | | | | $111,979.00 | |
| 6 | 6.2 | Safety and Supervision | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,793,111.00 | $71,011.00 | $3,864,122.00 | | | | $3,864,122.00 | |
| 6 | 6.3 | Outdoor Safety and Learning Environments | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $31,000.00 | $31,000.00 | | | | $31,000.00 | |
| 6 | 6.4 | Transportation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $5,099.00 | $31,521.00 | $5,099.00 | | | $31,521.00 | $36,620.00 | |

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| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 6.5 | Health Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $1,733,013.00 | $70,000.00 | $1,803,013.00 | | | | $1,803,013.00 | |
| 7 | 7.1 | Child and Welfare and Attendance Specialist (PH and AU) | All | No | | | Specific Schools: Aurora High School 9th-12th | | $157,273.00 | $0.00 | | $157,273.00 | | | $157,273.00 | |
| 7 | 7.2 | Counseling | All | No | | | Specific Schools: Aurora High School 9th-12th | | $58,709.00 | $0.00 | | $58,709.00 | | | $58,709.00 | |
| 7 | 7.3 | Support Staff at Pinnacle Hall | All | No | | | Specific Schools: Pinnacle Hall 7th-12th | | $0.00 | $0.00 | | $0.00 | | | $0.00 | |
| 8 | 8.1 | Mental Health Supports | All | No | | | Specific Schools: Calexico High School and Aurora High School 9th-12th | | $0.00 | $707,296.00 | | $707,296.00 | | | $707,296.00 | |
| 8 | 8.2 | Literacy and Mathematics Supports & Professional Learning with an emphasis on ELs and LTEL | All | No | | | All Schools | | $2,763,542.00 | $371,788.00 | | $3,135,330.00 | | | $3,135,330.00 | |
| 8 | 8.3 | Credit Recovery | All | No | | | Specific Schools: Calexico High School and Aurora High School 9th-12th | | $213,250.00 | $330,000.00 | | $543,250.00 | | | $543,250.00 | |
| 8 | 8.4 | Enhanced Supports for students with IEPs with an emphasis on ELs and LTELs | All | No | | | All Schools | | $553,559.00 | $15,000.00 | | $568,559.00 | | | $568,559.00 | |

Board Approved 6-26-25

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $87,488,125.00 | $37,355,544.00 | 42.698% | 0.000% | 42.698% | $37,355,544.00 | 0.000% | 42.698 % | **Total:** | $37,355,544.00 |
| | | | | | | | | **LEA-wide Total:** | $36,192,764.00 |
| | | | | | | | | **Limited Total:** | $1,067,465.00 |
| | | | | | | | | **Schoolwide Total:** | $95,315.00 |

| 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 | Curriculum: Implementation and Planning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,716,678.00 | |
| 1 | 1.2 | Literacy and Academic Interventions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $336,729.00 | |
| 1 | 1.3 | Instructional Aides and Materials | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $818,035.00 | |
| 1 | 1.4 | Language Acquisition and English Language Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,012,965.00 | |
| 1 | 1.5 | Long Term English Learners Language Acquisition Supports | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $8,000.00 | |
| 1 | 1.6 | Foster and Homeless Student Academic Progress Monitoring | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $5,500.00 | |

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| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.7 | Districtwide Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $64,758.00 | |
| 1 | 1.8 | Recruitment and Retainment of Staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $92,754.00 | |
| 2 | 2.1 | Student Access to Technology, Vision and Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,891,919.00 | |
| 2 | 2.2 | Technology Equipment, Infrastructure and Systems | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,773,122.00 | |
| 2 | 2.3 | Data Management Systems | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $159,801.00 | |
| 3 | 3.1 | Academic and Career Counseling Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,693,997.00 | |
| 3 | 3.2 | Integrating a College and Career Readiness Culture from Elementary to High School | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $19,000.00 | |
| 3 | 3.3 | Portrait of a Graduate Task Force | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,000.00 | |
| 3 | 3.4 | CTE and College and Career Services and Opportunities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,000,974.00 | |
| 3 | 3.5 | Student Credit Recovery and College and Career Assessments | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Calexico High School and Aurora High School<br>9th-12th | $95,315.00 | |
| 4 | 4.1 | Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,319,615.00 | |

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| 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 | 4.2 | Attendance and Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,037,767.00 | |
| 4 | 4.3 | Extended Day Enrichment Opportunities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $44,274.00 | |
| 4 | 4.4 | Athletic Opportunities to Strengthen School Connectedness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,195,265.00 | |
| 4 | 4.5 | Enhancing Student Engagement Through Music Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $687,363.00 | |
| 4 | 4.6 | Mobile Library/Media Services to Promote Student Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $833,035.00 | |
| 4 | 4.7 | Summer School | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $30,000.00 | |
| 4 | 4.8 | Student Leadership | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $14,000.00 | |
| 4 | 4.9 | District Community Day School and Independent Study | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 4 | 4.10 | Migrant Activities and Incentives | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,650.00 | |
| 4 | 4.11 | Family Resource Center Services, Activities and Case Management | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,422,611.00 | |
| 4 | 4.12 | Foster/Homeless Youth Services | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $41,000.00 | |
| 5 | 5.1 | Parent Advisory Committees | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,749.00 | |
| 5 | 5.2 | Parent Incentives | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $46,455.00 | |

Board Approved 6-26-2

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 5 | 5.3 | Parent Trainings/Workshop and Institutes | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $59,000.00 | |
| 5 | 5.4 | Community Schools | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $30,000.00 | |
| 5 | 5.5 | Communication | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $69,000.00 | |
| 6 | 6.1 | School Safety | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $111,979.00 | |
| 6 | 6.2 | Safety and Supervision | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,864,122.00 | |
| 6 | 6.3 | Outdoor Safety and Learning Environments | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $31,000.00 | |
| 6 | 6.4 | Transportation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,099.00 | |
| 6 | 6.5 | Health Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,803,013.00 | |

Board Approved 6-26-25

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $51,276,062.00 | $51,314,312.00 |

| 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** | Curriculum: Implementation and Planning | Yes | $2,689,523.00 | $2,799,179.00 |
| **1** | **1.2** | Academic Interventions | Yes | $641,087.00 | $622,286.00 |
| **1** | **1.3** | Instructional Aides and Materials | Yes | $1,575,508.00 | $1,430,727.00 |
| **1** | **1.4** | Language Acquisition and English Language Support | Yes | $896,142.00 | $911,255.00 |
| **1** | **1.5** | Long Term English Learners Language Acquisition Supports | Yes | $77,966.00 | $77,966.00 |
| **1** | **1.6** | Foster and Homeless Student Academic Progress Monitoring | Yes | $5,494.00 | $5,058.00 |
| **1** | **1.7** | Districtwide Professional Development | Yes | $801,498.00 | $837,758.00 |
| **1** | **1.8** | Recruitment and Retainment of Staff | Yes | $100,578.00 | $127,035.00 |
| **2** | **2.1** | Student Access to Technology, Vision and Professional Development | Yes | $3,883,888.00 | $4,046,794.00 |
| **2** | **2.2** | Technology Equipment, Infrastructure and Systems | Yes | $2,799,006.00 | $1,987,215.00 |
| **2** | **2.3** | Data Management Systems | Yes | $217,636.00 | $217,636.00 |

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| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.1 | Academic and Career Counseling Services | Yes | $3,706,117.00 | $3,908,512.00 |
| 3 | 3.2 | Integrating a College and Career Readiness Culture from Elementary to High School | Yes | $34,672.00 | $30,798.00 |
| 3 | 3.3 | Portrait of a Graduate Task Force | Yes | $139,900.00 | $22,760.00 |
| 3 | 3.4 | CTE and College and Career Services and Opportunities | Yes | $4,364,015.00 | $5,028,646.00 |
| 3 | 3.5 | Student Credit Recovery and College and Career Assessments | Yes | $640,926.00 | $638,315.00 |
| 4 | 4.1 | Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions | Yes | $5,676,983.00 | $5,685,416.00 |
| 4 | 4.2 | Attendance and Engagement | Yes | $1,983,799.00 | $2,022,987.00 |
| 4 | 4.3 | Extended Day Enrichment Opportunities | Yes | $6,047,474.00 | $6,044,274.00 |
| 4 | 4.4 | Athletic Opportunities to Strengthen School Connectedness | Yes | $1,890,820.00 | $1,195,265.00 |
| 4 | 4.5 | Enhancing Student Engagement Through Music Program | Yes | $2,926,563.00 | $2,850,529.00 |
| 4 | 4.6 | Mobile Library/Media Services to Promote Student Engagement | Yes | $991,724.00 | $929,744.00 |
| 4 | 4.7 | Summer School | Yes | $513,856.00 | $788,809.00 |
| 4 | 4.8 | Student Leadership | Yes | $19,000.00 | $19,000.00 |

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| 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 | 4.9 | District Community Day School and Independent Study | Yes | $331,784.00 | $265,750.00 |
| 4 | 4.10 | Migrant Activities and Incentives | Yes | $1,650.00 | $1,650.00 |
| 4 | 4.11 | Family Resource Center Services, Activities and Case Management | Yes | $965,983.00 | $1,167,043.00 |
| 4 | 4.12 | Foster/Homeless Youth Services | Yes | $275,556.00 | $283,295.00 |
| 5 | 5.1 | Parent Advisory Committees | Yes | $5,000.00 | $4,749.00 |
| 5 | 5.2 | Parent Incentives | Yes | $46,555.00 | $46,555.00 |
| 5 | 5.3 | Parent Trainings/Workshop and Institutes | Yes | $89,344.00 | $83,006.00 |
| 5 | 5.4 | Community Schools | Yes | $71,008.00 | $68,000.00 |
| 5 | 5.5 | Communication | Yes | $70,000.00 | $71,280.00 |
| 6 | 6.1 | School Safety | Yes | $141,425.00 | $150,195.00 |
| 6 | 6.2 | Safety and Supervision | Yes | $4,079,981.00 | $4,120,871.0 |
| 6 | 6.3 | Outdoor Safety and Learning Environments | Yes | $473,000.00 | $473,000.00 |
| 6 | 6.4 | Transportation | Yes | $4,113.00 | $5,099.00 |
| 6 | 6.5 | Health Services | Yes | $1,744,178.00 | $1,993,629.00 |

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| 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) |
|---|---|---|---|---|---|
| 7 | 7.1 | Child and Welfare and Attendance Specialist (PH and AU) | No | $160,702.00 | $174,572.00 |
| 7 | 7.2 | Counseling | No | $155,840.00 | $141,886.00 |
| 7 | 7.3 | Support Staff at Pinnacle Hall | No | $35,768.00 | $35,768.00 |

Board Approved 6-26-25

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $37,649,619.00 | $38,205,419.00 | $38,371,789.00 | ($166,370.00) | 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 | Curriculum: Implementation and Planning | Yes | $2,389,523.00 | $2,499,179.00 | | |
| 1 | 1.2 | Academic Interventions | Yes | $355,530.00 | $336,729.00 | | |
| 1 | 1.3 | Instructional Aides and Materials | Yes | $994,641.00 | $849,776.00 | | |
| 1 | 1.4 | Language Acquisition and English Language Support | Yes | $440,392.00 | $455,505.00 | | |
| 1 | 1.5 | Long Term English Learners Language Acquisition Supports | Yes | $12,966.00 | $12,966.00 | | |
| 1 | 1.6 | Foster and Homeless Student Academic Progress Monitoring | Yes | $5,494.00 | $5,058.00 | | |
| 1 | 1.7 | Districtwide Professional Development | Yes | $28,498.00 | $64,758.00 | | |
| 1 | 1.8 | Recruitment and Retainment of Staff | Yes | $100,578.00 | $127,035.00 | | |
| 2 | 2.1 | Student Access to Technology, Vision and Professional Development | Yes | $3,883,888.00 | $4,046,794.00 | | |
| 2 | 2.2 | Technology Equipment, Infrastructure and Systems | Yes | $2,799,006.00 | $1,987,215.00 | | |
| 2 | 2.3 | Data Management Systems | Yes | $217,636.00 | $217,636.00 | | |
| 3 | 3.1 | Academic and Career Counseling Services | Yes | $3,566,117.00 | $3,768,512.00 | | |

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| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 3 | 3.2 | Integrating a College and Career Readiness Culture from Elementary to High School | Yes | $34,672.00 | $30,798.00 | | |
| 3 | 3.3 | Portrait of a Graduate Task Force | Yes | $139,900.00 | $22,760.00 | | |
| 3 | 3.4 | CTE and College and Career Services and Opportunities | Yes | $4,235,895.00 | $5,028,646.00 | | |
| 3 | 3.5 | Student Credit Recovery and College and Career Assessments | Yes | $100,926.00 | $98,315.00 | | |
| 4 | 4.1 | Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions | Yes | $5,127,630.00 | $5,136,063.00 | | |
| 4 | 4.2 | Attendance and Engagement | Yes | $1,983,799.00 | $2,022,987.00 | | |
| 4 | 4.3 | Extended Day Enrichment Opportunities | Yes | $47,474.00 | $44,274.00 | | |
| 4 | 4.4 | Athletic Opportunities to Strengthen School Connectedness | Yes | $1,890,820.00 | $1,195,265.00 | | |
| 4 | 4.5 | Enhancing Student Engagement Through Music Program | Yes | $763,397.00 | $687,363.00 | | |
| 4 | 4.6 | Mobile Library/Media Services to Promote Student Engagement | Yes | $991,724.00 | $929,744.00 | | |
| 4 | 4.7 | Summer School | Yes | $46,602.00 | $321,555.00 | | |
| 4 | 4.8 | Student Leadership | Yes | $19,000.00 | $19,000.00 | | |
| 4 | 4.9 | District Community Day School and Independent Study | Yes | $326,784.00 | $260,750.00 | | |
| 4 | 4.10 | Migrant Activities and Incentives | Yes | $1,650.00 | $1,650.00 | | |
| 4 | 4.11 | Family Resource Center Services, Activities and Case Management | Yes | $965,983.00 | $1,167,043.00 | | |

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| 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 | 4.12 | Foster/Homeless Youth Services | Yes | $20,565.00 | $28,304.00 | | |
| 5 | 5.1 | Parent Advisory Committees | Yes | $5,000.00 | $4,749.00 | | |
| 5 | 5.2 | Parent Incentives | Yes | $46,555.00 | $46,555.00 | | |
| 5 | 5.3 | Parent Trainings/Workshop and Institutes | Yes | $79,069.00 | $72,731.00 | | |
| 5 | 5.4 | Community Schools | Yes | $71,008.00 | $68,000.00 | | |
| 5 | 5.5 | Communication | Yes | $70,000.00 | $71,280.00 | | |
| 6 | 6.1 | School Safety | Yes | $141,425.00 | $150,195.00 | | |
| 6 | 6.2 | Safety and Supervision | Yes | $4,079,981.00 | $4,120,871.00 | | |
| 6 | 6.3 | Outdoor Safety and Learning Environments | Yes | $473,000.00 | $473,000.00 | | |
| 6 | 6.4 | Transportation | Yes | $4,113.00 | $5,099.00 | | |
| 6 | 6.5 | Health Services | Yes | $1,744,178.00 | $1,993,629.00 | | |

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# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $88,389,681.00 | $37,649,619.00 | 0.00 | 42.595% | $38,371,789.00 | 0.000% | 43.412% | $0.00 | 0.000% |

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# 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

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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.

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# 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.

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*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

**Reflections: Technical Assistance**

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

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

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

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**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,

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- 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.

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- **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.

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- 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

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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.

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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.

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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.

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- 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:

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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

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- 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.

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- 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."

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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:

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- 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.

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***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

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Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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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

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- 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.

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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.

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## 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.

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- 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:

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- 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 —

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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.

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- **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.

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## 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,

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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**

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- 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)**

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- 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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